



Southeastern Louisiana University
Dual Enrollment Program--Education



EDUCATION 202
INTRODUCTION TO EDUCATION

Southeastern Louisiana University Dual Enrollment 2019-2020 Academic Year
2019--2020

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Method of Course Instruction:

EDUC 202 is a hybrid course with all content delivered online through MoodleDE OR face-to-face by Southeastern faculty. The Southeastern instructor of record will develop course content and provide powerpoint notes, ungraded instructional assignments, ungraded quizzes that are similar to exams, and exam study guides to help prepare students to complete the graded assignments and the exams which are also provided by the Southeastern instructor of record. The high school teachers will act as a facilitator and assist with student registration and enrollment, proctor exams as necessary, and through supplemental instruction, serve as a daily learning resource for students as they assimilate course content. The students' final course grades are assigned by the instructor of record.

Course Description:

EDUC 202 is an introductory course to education and the profession of teaching. Special emphasis is placed on the guidance and screening of applicants into the professional program. A focus will be on historical and current topics and issues in education related to providing appropriate and equitable education experiences for diverse populations of students. Students will get initial exposure to a classroom/clinical setting.

Course Objectives:

The course objectives are based on the new Louisiana Teacher Competencies (LA) and are aligned with various interrelated indicators and descriptors on the NIET rubric (NIET), as well as the Conceptual Framework (CF), CEC (CEC) and INTASC (INTASC) Standards.

Upon completion of this course, the teacher candidate will be able to

Course Learner Objectives	CAEP	InTASC	LA Comps.	CF	NIET
1. Explain the SARTE screening procedures for the Southeastern's College of Education.	1.1 3.4 5.1	1			EX TCK
2. Be prepared to apply and take the PRAXIS exam.	1.1 1.4 3.4	1		PS	TCK EX
3. Demonstrate an understanding of the organization, purposes, and functions of public education and the Louisiana educational system.	1.1	1		PS	TCK TH
4. Exhibit a basic or introductory knowledge of Louisiana State Competencies.	1.1	1	GC: A,B	PS	TCK
5. Explain Louisiana Teacher Certification, employment, salary, and benefit information	1.1	1		PS	TCK
6. Explain basic legal concepts of American public education.	1.1	1	GC: E	PS CK	TCK
7. Identify characteristics of an effective classroom teacher	1.1 3.3	1 4 5	GC: C1, C2, C3, F, H	PS CK SM	TCK EX ENV

		7 8 9			RC
8. Determine reasons for entering the profession.	1.2	1		PS KL	TCK
9. Exhibit professionalism in a classroom/clinical setting.	1.1	1 9 10	GC: F	KL SM CK PS	TCK RC
10. Exhibit a basic or introductory level knowledge of NIET rubric and the rubric's importance as a measurement of a teacher's performance.	1.1	1		KL SM CK PS	ALL
11. Demonstrate and recognize the values, commitments, and ethics that influence an effective educator.	1.1	1 2 3	GC: D	PS	TCK RC EX PIC
12. Understand and discuss the teacher's role in providing a culturally responsive curriculum/environment	1.1	1 2 3 6 7	GC: D	KL SM	TCK RC TH PS
13. Introduce multicultural concepts and issues to promote greater understanding and appreciation of cultural diversity in the classroom.	1.1 2.1	1 2 3 6	GC: D	KL	TCK TH RC
14. Identify racism, prejudice and discrimination with the community and education setting, understand its impact and develop appropriate response strategies.	1.1 2.1	2 3 7 10	GC: D	KL	TCK RC
15. Examine the various roles parents from diverse backgrounds play in a child's development	1.1	2 3 7 10	GC: D	KL	RC PS TH
16. Develop self-awareness of one's own attitudes, belief, and motivations as they relate to diverse populations	1.1	2 3 7 10	GC: D	KL SM PS	TH PS RC
17. Examine the values and traditions espoused by diverse groups	1.1	2 3 7 10	GC: D	KL	TH PS RC ACT

Assessment:

Candidates will participate in readings, class discussions and activities, and field experiences that introduce them to various aspects of education and the profession of teaching. Candidates will be assessed on their accomplishments of course objectives through written and oral reports. Students will reflect on readings and experiences, individual and group activities that demonstrate their understanding, and tests focusing on their knowledge and critical analysis of education principles and practices, the identification and integration of diversity in the classroom and tests focusing on their knowledge and critical analysis of principles of education

Required Texts:

Parkay, Forrest W. (2018). *Becoming a Teacher* (11th ed.). Boston, MA: Pearson Education.

Materials Needed: A badge holder or lanyard for your School ID.

Course Requirements:

- ❖ **Autobiography – (50 points)** Teacher Candidates will be required to write a personal autobiography. Requirements and rubrics will be given at a later date. (Course Objectives: 7, 8, 11, 12, 16)
- ❖ **Midterm Examination – (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice midterm exams. (Course Objectives: 1, 2, 5, 7, 8, 9, 12, 13, 14, 15, 16, 17)
- ❖ **Final Examination- (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice final. (Course Objectives: 3, 4, 6, 10, 11, 12, 13, 14, 15, 16, 17)
- ❖ **Teacher Evaluation Assignment - (25 points)** Teacher Candidates will be required to complete in-class assessment on the components of a Teacher evaluation instrument such as the NIET rubric. (Course Objectives: 4, 7, 9, 10)
- ❖ **Field Experience assignment - (100 points)** Teacher Candidates will be required to complete 5 hours during EDUC 202. The field experience component should be an activity that must be course-connected and approved by the field experience director.
 - Field Experience should be documented in the following two ways:
 - The classroom teacher should sign form C after completion of 2 observations.
 - The classroom teacher should sign form C after completion of any direct teaching.
 - The teacher/supervisor should sign form D after the completion of any service hours.
 - Field Experience can involve the following activities:
 - Working with or assisting a specific student
 - Working at a table or desk with two or three students during a class lesson or class activity
 - Tutoring before or after school. Note: The teacher **must be present** during the session.
 - Volunteering at an approved SELU site.
 - Doing work for the teacher such as grading papers and putting up bulletin boards **will not** count as direct teaching/service learning unless working with students. (Course Objectives: 7, 9, 11,12)
- ❖ **Classroom Teacher Interview – (50 points)** Teacher Candidates will be required to interview a classroom teacher. This must be a current Louisiana public school teacher. (Course Objectives: 7, 8, 9, 11, 12)
- ❖ **Local School Board Meeting – (50 points)** Teacher candidates must attend a school board meeting (not via television). To evidence the completion of this assignment, a one paged typed summary of the events of the meeting with a closing paragraph on what was learned related to school governance must be submitted. A second verification such as a copy of the agenda, a picture, or a business card must also be submitted. It is the **responsibility of the student** to call the school board office and find out when and where the meetings are held. Professionalism is of the utmost importance. (Course Objectives: 3, 5, 6, 8, 9)
- ❖ **Diversity / Cultural Activities: - (100 points total)** Teacher candidates will complete five cultural / diversity activities (20 points each) throughout the semester. (Course Objectives: 11, 12, 13, 14, 15, 16, 17)

- ❖ **Dispositions Assignment and Assessment – (25 points).** Teacher candidates will evaluate themselves according to relevant dispositions that reflect an effective educator. (Course Objectives: 7, 8, 11, 12, 16)

Grading Scale: (600 possible points)

A = 92 - 100%
B = 83 - 91%
C = 75 - 82%
D = 67 - 74%
F < 67%

Important dates for the semester:

http://www.southeastern.edu/future_students/dual_enrollment/calendar/index.html

ASSIGNMENTS:

- Assignments are due on the announced due date.
- Late assignments will NOT be accepted!!
- Due dates are posted throughout the semester in MoodleDE. It is your responsibility to be aware of due dates. You will not be reminded of due dates in class or by e-mail.
- It is **your responsibility** to turn in assignments by the due date.
- Assignments **cannot** be e-mailed, unless there is an emergency.
- If an emergency arises, you must contact the instructor **immediately**. Documentation must be provided as proof. The EDUC 202 instructor will determine if credit will be given for the assignment after reviewing provided documentation.
- **No** work for extra credit will be allowed for any reason.
- Students should become familiar with the University's policy regarding academic honesty (found in your catalog). A grade of zero points will be received for any assignment or exam that is submitted and is not the student's own work.
- Assignments will be graded on **CONTENT, SPELLING, COMPOSITION, AND GRAMMAR. ALL assignments must be typed (double-spaced, 12 point font, 1 inch margins).**
- If there is a question concerning a grade of an assignment, a student will have 7 calendar days from the posting of the grade in MoodleDE to contact your instructor.

MAKE UP EXAMS, LATE WORK, AND EXTRA CREDIT:

Make-up exams will **not** be given unless CLEARED PREVIOUSLY by the instructor. If an emergency arises, you must contact the instructor **immediately**. Failure to contact the instructor **immediately** could result in a "0" for the exam. Documentation must be provided as proof. The EDUC 202 instructor will determine if a make-up exam will be given after reviewing provided documentation. In such cases, the student must take the exam before or during the next scheduled class meeting, or on a date determined by the instructor. No late assignments will be accepted. No extra credit work will be assigned or accepted.

Academic Dishonesty: Schools agree that the first incident of academic dishonesty in any course by any student in any manner will result in a grade of 0 on the assessment in question. The second incident will result in the student's failing the Southeastern portion of the course. Southeastern's Academic Dishonesty Policy:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue of Southeastern Louisiana University http://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html

FIELD BASED EXPERIENCES CONDUCT:

Etiquette: Because direct teaching experiences will take place at various schools, you are expected to dress in a professionally appropriate manner. No shorts, Capri pants, jeans, sleeveless shirts, gum or children allowed. During field-based experiences students are expected to follow the school's dress code. A respectful attitude toward

instructors, mentor teachers, students, and administrators is required. Maintaining confidentiality is also required. Your official University ID must be worn in an ID badge holder at all times when at a field site.

Attendance: Students should refer to the University policy on attendance as stated in the current SLU catalogue. Attendance will be taken at the beginning of each class. If you cannot attend lectures regularly, you should consider dropping the class. **It is your responsibility to complete and file drop forms with you high school course coordinator if you wish to withdraw from the class.** The last day to withdraw from the class for Fall semester classes is Friday, November 1st, 2019 and for Year-long and Spring semester classes is March 27th, 2020.

Grade Appeals: Should a student have a concern about a final grade posted for a dual enrollment course, the Grade Appeals policy should be followed below. Please note that a student has 30 days to make a written appeal to the Southeastern Instructor of Record:

After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record, the instructor's department head, and the academic dean of the College of Science and Technology. In the event of a contested final course grade, a student's written appeal of the grade must be submitted to the instructor within **thirty (30)** calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see http://www.southeastern.edu/resources/policies/policy_detail/instruction_practices.html

E-MAIL USE

As per University policy all email correspondence must use Southeastern's email addresses for communication. It is the student's responsibility to check their Southeastern's e-mail account daily.

	Fall Only 2019	Year Long 2020	Spring Only 2020
First day of class	Wed, August 21	Wed, August 21	Wed, January 22
Last day to enroll	Fri, August 23	Fri, August 23	Fri, January 24
Last day to DROP	Fri, August 30	Fri, August 30	Fri, January 31
Last day to confirm rosters	Fri, September 6	Fri, September 6	Fri, February 7
Exam 1	Friday, September 13	Friday, October 11	Fri, February 14
Exam 2	Friday, October 11	Friday, December 13	Friday, March 13
Last day to Withdraw	Fri, November 1	Fri, March 27	Fri, March 27
Exam 3	Friday, November 8	Friday, March 13	Friday, April 10
Exam 4	Friday, December 6	Friday, May 8	Friday, May 8
Final Project	Friday, December 13	Friday, May 15	Friday, May 15

***IT IS YOUR RESPONSIBILITY TO DROP THE COURSE BY
THE INSTRUCTOR WILL NOT DROP YOU!***