



**EDCI 1010 Dual Enrollment**  
**Introduction to Education: School & Society**  
3 credit hours

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***Method of Course Instruction:***

This course is 100% online. I reserve the option to have 1-2 google meets in the event there is important information or content to cover. Course instruction and materials will be available in Canvas. It is your responsibility to check Canvas daily for all important dates. A calendar will be posted in Canvas at the beginning of the semester.

***Course Description:***

Course Description: Credit 3 hours. A survey of factors influencing the development of the modern education system. This includes major social, political, religious, and intellectual movements, as well as connections between seminal theorists whose philosophies still shape education. The course covers education's major stakeholders, organizational structures, and determining the purpose and goals of public education. Some experiential learning occurs outside of regularly scheduled class times but students schedule at their convenience.

**Prerequisites:** Dual Enrollment requirements set by Southeastern.

**Rental | Required Textbook:** Parkay, F. W. (2020). *Becoming a teacher*. Pearson Education, Inc. (11th edition) | ISBN 978-0134990552

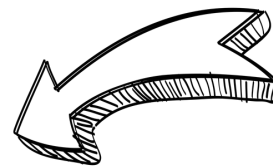
**Supplementary Materials:** We will use several articles, websites, databases, and video resources. They will all be posted within course modules and are open-source documents.

**Course Objectives**

This course explores teaching as a professional career choice while surveying the historical development of the modern education system. It examines major social, political, religious, and intellectual movements that have shaped education and the philosophies of seminal theorists whose ideas continue to influence the field. Course content covers education's key stakeholders, organizational structures, and debates surrounding the purpose and goals of public education. Assignments emphasize personal awareness of interests, values, strengths, and decision-making in the context of occupational information.

After completing this course, **the successful student will be able to:**

1. Identify factors that encourage education as a career choice
2. Describe some of the factors that influence educational thoughts and practice
3. Develop a personal philosophy of education (connected to lived experiences)
4. Describe opportunities in the teaching field
5. Compare various educational systems and structures
6. Describe the characteristics of an effective successful teacher
7. Discuss ethical and legal issues, as well as challenges teachers face
8. Self-assess individual wellness and coping strategies



The course objectives are based on the new [Louisiana Teacher Competencies](#) (both general and in specific content areas) to

prepare teacher candidates to apply knowledge of content and pedagogical theory to complete the state certification requirements. Each specific objective is aligned with descriptors on the Aspiring Teachers Rubric (ATR), the Council for the Accreditation of Educator Preparation (CAEP), and the Interstate Teacher Assessments and Support Consortium (InTASC).

## General Competencies

**Introduction | 1. Communicate and collaborate** with students, colleagues, families, and community members to support students' learning and development.

**C. 3.** The teacher candidate uses structured input and feedback from a variety of sources (e.g., colleagues, mentor teachers, school leaders, preparation faculty) to make changes to instructional practice and professional behaviors to better meet students' needs.

**D.** The teacher candidate elicits and uses information about students and their experiences from families and communities to support student development and learning and adjust instruction and the learning environment.

**E.** The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education).

## Course Learning Modules

Learning Objectives	<u>LA Comp.</u>	<u>CAEP</u>	<u>InTASC</u>	<u>ATR</u>
1. Identify factors that encourage education as a career choice	GC: C3 GC: E	R 1.4 R 4.1	Std. 9 Std. 10	PROF
2. Describe some of the factors that influence educational thoughts and practice	GC: C3 GC: D	R 1.1 R 3.3	Std. 1 Std. 2 Std. 3	TKS EMSB ENV
3. Develop a personal philosophy of education (connected to lived experiences)	GC: C3 GC: D	R 1.1 R 3.3	Std. 1 Std. 2 Std. 3	TKS EMSB ENV
4. Describe opportunities in the teaching field	GC: C3 GC: E	R 1.4 R 4.1	Std. 9 Std. 10	PROF
5. Compare various educational systems and structures	GC: Intro 1 GC: C3	R 1.4	Std. 9 Std. 10	PROF
6. Describe the characteristics of an effective successful teacher	GC: Intro 1 GC: C3	R1.4	Std. 9 Std. 10	PROF
7. Discuss ethical and legal issues, as well as challenges teachers face	GC: E			
8. Self-assess individual wellness and coping strategies	GC: Intro 1 GC: C3	R1.4	Std. 9 Std. 10	PROF

### ***Assessment:***

Candidates will participate in readings, class discussions and activities 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 a varied population in the classroom and tests focusing on their knowledge and critical analysis of principles of education

### ***Course Requirements:***

- **Philosophy/Autobiography – (50 points)** Teacher Candidates will be required to write a personal philosophy/autobiography. Requirements and the rubric are in the assignment information packet on Canvas. (Course Objectives: 2, 3)
- **Discussion Forums - (10 points each)** Discussion forums concerning issues in education will be available at various times during the semester and will require an original post and a reply to a peer. Each forum is worth 10 points. (Course Objectives: all)
- **Midterm Examination – (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice online midterm exam. Lockdown Browser required. (Course Objectives: all)
- **Final Examination- (100 points)** Teacher Candidates will be required to take a comprehensive, part essay/part multiple choice online final. Lockdown Browser required. (Course Objectives: all)
- **Quizzes- (10 points)** Teacher Candidates will be required to take quizzes on content periodically throughout the semester. (Course Objectives: all)
- **School District Governance Assignment – (25 points)** Each candidate must attend a school board meeting (virtual or face-to-face). To evidence the completion of this assignment, a 2-3 page 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 an active website link to the virtual meeting, a copy of the agenda, a picture, or a business card must 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 (including dress code) is of the utmost importance. (Course Objectives: 4, 5)
- **Reflection Activities - (10 points each)** Teacher candidates will complete reflection assignments on various topics throughout the semester. (Course Objectives: all)

The instructor reserves the right to modify or make changes in the assignments as needed during the course.

### ***Grading Scale:***

A =	93.0-100%
B =	85.0-92.9%
C =	77.0-84.9%
D =	69.0-76.9%
F =	68.0% - lower

**\*Admission for Teacher Candidacy within the Education Program at Southeastern requires a grade of “B” or better in EDCI 1010.**

### ***Assignments:***

- Assignments will be graded on content, spelling, composition and grammar. All assignments must be typed (double-spaced, 12 point font, 1 inch margins) and submitted as a WORD document or PDF.

- 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 test that is submitted and is not the student's own work.
- Due dates are posted in the syllabus and on the calendar in Canvas at the beginning of the term. It is your responsibility to be aware of these dates as additional reminders may not always be sent out.
- It is your responsibility to turn in assignments by the due date. Assignments will be accepted as late submissions up to three days after the due date and will incur a late penalty. Any assignment submitted more than 3 days after the due date will receive ZERO credit.
- If you have difficulty submitting an assignment on time or if an emergency arises, you need to contact the instructor before the due date. The instructor will determine if the assignment will be accepted and if a late penalty will be imposed. Documentation of illness or emergency may be requested by the instructor.
- Assignments must be submitted through Canvas and will not be accepted via e-mailed unless specified by the instructor.
- 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 Canvas to contact the instructor.
- The instructor reserves the right to modify or make changes in the course syllabus and assignments as needed during the course.
- ALL assignments must include the following. Failure to include the proper heading fully will result in a 1 point loss. No name results in no credit.
  - o Name and W #
  - o EDCI 1010 DE
  - o Title of Assignment
  - o Date

#### ***Standards For Written Work:***

Written work submitted for grading should conform to the professional standards expected of teachers and submitted in **WORD or PDF** format. All students must demonstrate proficiency in written composition, as written communication skills are basic to teaching. All essay components of examinations will be graded on correctness of grammatical usage, word choice, and spelling as well as content. All submitted assignments should be typed and proofread for spelling and style. Ideas obtained from outside sources should be documented using APA style.

#### ***Attendance:***

The course is 100% on-line. Students are responsible for keeping up with Module assignments and due dates which are posted in Canvas as well as in the syllabus. There may be 1-2 google meets depending on the needs of the class.

#### ***Make Up Exams, Late Work, And Extra Credit:***

- Make-up exams will **not** be given unless cleared previously by the instructor. Failure to contact the instructor **immediately** and provide valid documentation for missing a test may result in a "0" for the exam. The EDCI 1010 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.
- Due to the progressive nature of this course, late work on assignments will not be accepted without a penalty. If you are having difficulty, please reach out to me ahead of the due date for a possible extension.  
[Note: Any submission that is more than 3 days late will receive a score of zero]
- No work for extra credit will be allowed for any reason.

#### ***Academic Checkpoints and Grades:***

It is the student's responsibility to check their grades in Canvas. There are two academic checkpoints in each semester. The first academic checkpoint is **Wednesday, February 19**. The second academic checkpoint is **Wednesday, March 19**. The drop date is **Friday, April 4 by 12:30 p.m.** It is the student's responsibility to check their progress throughout the semester. A final grade of B or better is required in EDCI 1010 as part of Admission to Teacher Candidacy.

**Professionalism:** Participation, Collaboration, and Professionalism are important components of this course. Teacher candidates (TCs) should attend all classes (asynchronously) and participate in class discussions, question forums, and individual activities in a professional manner. TCs will be evaluated on attendance (Canvas), participation, collaboration, and

professionalism according to Indicator 12 on the [National Institute of Excellence in Teaching \(NIET\) Aspiring Teacher Rubric](#) rubric. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs by the student and the faculty member for administrative/disciplinary review as per the [Student Handbook and the Student Code of Conduct](#).

**Key Assessments:** Teacher candidates will collect evidence of mastery in an online assessment system as part of the university's learning management system. Evidence of mastery may include such indicators as records of competency-based clinical practice, lesson plans of observed lessons with attached observation rubrics, and faculty completed dispositions. These are just a few of the possible products that might be collected, but there are other possible indicators that might be felt to be more appropriate as determined by the faculty. Students will be informed of what specific products will be submitted in each course.

**Student Success Coordinator:** Teacher candidates who need additional support in areas such as planning, teaching, management, and professionalism may be referred by a faculty member to the Student Success Coordinator for assistance. One of the many goals of the Student Success Coordinator is to provide candidates with a course of action that can help them achieve their goal of becoming a competent and effective educator. Teacher candidates are also welcome to seek assistance from this office on their own by filling out a self-referral using the Student Referral Form or by emailing the coordinator, Ms. Susan Sawyer, directly at [susan.sawyer@southeastern.edu](mailto:susan.sawyer@southeastern.edu).

**Student Success Center:** The Student Success Center (SSC) houses Praxis study materials and a variety of other resources. To learn more about the SCC, visit the Lab in TEC 239 or browse the online resources. More information, including pre-recorded professional development content, can be found at the Student Success Center website. While some resources must be used in the center, some materials can be checked out or purchased for use in clinical practice teaching. Additionally, teacher candidates are encouraged to utilize the space for group work, planning, studying, and/or study breaks.

**Praxis Requirement:** Residents must successfully pass ALL required parts of the Praxis before Residency acceptance. This includes the Principles of Learning and Teaching (PLT) for all majors and the Specialty/Content test when required in the major field. Review the [Praxis Protocol](#).

**Email:** According to university policy, only Southeastern Louisiana University e-mail addresses are allowed and will be used. **When communicating with me, please identify yourself by name and course in the Subject Line – i.e. Mary Jones: 1010** Please check your email and Canvas Announcements and Inbox regularly for any announcements. The instructor will reply to emails within 24 hours during the week and Monday afternoon (or the first work day) after weekends and holidays.

***Netiquette expectations:***

Proper Netiquette is required (such as appropriate use of language and tone, proper grammar and punctuation, and respect and consideration for other students and the instructor).

***The Student Technical Support Website:***

[https://www.southeastern.edu/acad\\_research/programs/online\\_learning/classcontinuitypreparation/index.html](https://www.southeastern.edu/acad_research/programs/online_learning/classcontinuitypreparation/index.html)

**Important Dates:** (See Southeastern website for complete calendar.)

<b>Tuesday, January 21:</b>	First day of class and Drop/Add Period until 11:59pm. on January 26
<b>Wednesday, February 19:</b>	ACADEMIC CHECKPOINT I
<b>Monday, March 3 &amp; Tuesday, March 4:</b>	Mardi Gras Holiday
<b>Wednesday, March 19:</b>	ACADEMIC CHECKPOINT II
<b>Friday, April 4:</b>	Last day to withdraw from classes or resign from the University (12:30pm)
<b>Friday, April 18 - Friday, April 25:</b>	Spring Break
<b>Monday, May 19:</b>	Last day to return rental textbooks without a fine
<b>Friday, May 23:</b>	Student accounts will be charged for any rental books not returned by 12:30p

\*Southeastern Louisiana University Policy Statements are now included in Canvas on the Home tab of each course.

## EDCI 1010 - Spring 2025 \* Tentative Class Topics/Schedule

Week #	Week of	Topics	Assignments and Due Dates *** All assignments due on <b>Friday by 3:00 p.m.</b> ***
1	<b>Jan 21</b> Module: Start Here	Syllabus Review Introductions	Syllabus Verification completed by January 24 Discussion Forum #1 (Introduce Yourself) due January 22 Reply to a peer due by January 24
2	<b>Jan 27</b> Module: 1	Chapters 1&2 (Becoming a Teacher) Why Teach and Salaries PP	Discussion Forum #2 (Why Teach?) due by January 29 Reply to a peer due on January 31 Submit Insurance form to google link by January 31
3	<b>Feb 3</b> Module: 1	Appropriate Teaching Impact of Change in Today's Schools	Quiz on module readings by February 7
4	<b>Feb 10</b> Module: 2	Hidden Hurdles Info Reflection Assignment #1 PP	Reflection Assignment #1 due by February 14
5	<b>Feb 17</b> Module: 2	Welcome to Class! (get to know your students activity) Ice Breaker	Ice Breaker Assignment (activity) due by February 21
6	<b>Feb 24</b> Module: 3	Chapter 8 (Becoming a Teacher)	Reflections Assignment #2 (self identity) due by February 28
7	<b>March 3</b>	<b>Mardi Gras Holiday</b>	No assignment due
8	<b>March 10</b> Module: 3	Autobiography Assignment (see assignment packet)	Autobiography is due by March 14
9	<b>March 17 - 18</b>	Mid-Term Exam	Mid-Term Exam open M (7:00AM) and close T (5:00PM)
10	<b>March 24</b> Module: 4	Dispositions PP Teacher Evaluations (NIET)	Dispositions definitions and self reflection due by March 28
11	<b>March 31</b> Module: 4	No Child Left Behind/ESSA School Report Card PP	Discussion Forum #3 (School Scores) due by April 2 Reply to a peer due by April 4
12	<b>April 7</b> Module: 5	Hierarchy and School Governance Chapter 6 (Becoming a Teacher)	School Board Assignment Due by April 11
13	<b>April 14</b>	Shadow Day at SLU for Education Dual Enrollment high schoolers	Wednesday, April 16 8:30AM - 11:30AM <b>Volunteers needed for Service Learning credit.</b>
13	<b>April 14</b> Module: 5	Service Learning due	Service Learning due to google link and Canvas DF by April 17
	<b>April 21</b>	<b>Spring Break</b>	No Assignment due.
14	<b>April 28</b> Module: 6	Family Engagement in Education	Harmony Professional Learning Module to be completed and submitted (reflection questions and certificate). Due by May 2
15	<b>May 5</b> Module: 6	Legal Issues in Education Chapter 7 (Becoming a Teacher) Child Abuse and Bullying Final Exam Review	No assignment due. Study for the final. All reading assignments will be on the final exam.
	<b>May 12 - 13</b>	Final Exam	Final Exam open M (7:00AM) and close T (5:00PM)