ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

The mission of the Education Community is to prepare future educators
who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

Introduction to Education
EDF 1005

The syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EDF 1005
Section #:	647
Credit Hours:	3
Co-requisites:	None
Pre-requisites:	None

Day, Time and Campus:	Online		Online	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.			
Professor:	Cher N. Gauweiler, Ph.D.			
Office Hours:	As posted on instructor website at: https://web.spcollege.edu/instructors/id/gauweiler.cher		Click here to enter text.	
Office Location:	Tarpon Springs		BB 106	
Office Phone:	(727) 712-5420			
Email Address:	gauweiler.cher@spcollege.edu or through MyCourses (preferred)			

ACADEMIC DEPARTMENT: College of Education

Acting Dean:	Dr. Tashika Griffith	
Office Location & Number:	Clearwater/EpiCenter	Provost Office

I. COURSE DESCRIPTION

This course is an introduction to the development and organization of the American educational system and profession. It examines professionalism requirements, the historical and philosophical foundations of education and the structure of schools. 47 contact hours, plus 15 hours of field experience under the supervision of a K-12 public school teacher certified in-field. This requires completion of a criminal offense review form as a condition for participation in the field experience component of the course. A student who has a criminal background precluding him or her from observing in a classroom will not be able to complete the field experience and will not receive credit for this course.

II. MAJOR LEARNING OUTCOMES AND COURSE OBJECTIVES

1. The student will survey the professionalism required of a K-12 teacher by:
   a. demonstrating effective oral and written communication skills, including digital literacy, for the field of education.

b. examining the attributes and ethical standards of highly effective professional educators and their positive impact on students and communities.

c. determining how one's personal values, interest and experience may influence the teaching and learning in diverse settings through reflective practice.

d. recognizing requirements for educator preparation certification, as well as career options in the field of education.

2. The student will analyze the historical and philosophical foundations of education by:

a. identifying current and historical trends, events, issues, and individuals who have influenced school curricula and the development of school systems.

b. examining key educational philosophies and their influences on education, as well as the impact on personal learning experiences.

c. explaining the relationship between schools and society, including addressing social justice issues.

3. The student will explore the structure of schools by:

a. describing the legal foundations of education, student and teacher rights, governance structure and legal trends.

b. identifying the impact of current economic dynamics on local, state and federal funding sources for education.

c. exploring effective inquiry-based strategies for incorporating high-order and probing questions that challenge student thinking, promote discussion and elicit possible misconceptions.

d. recognizing strategies to engage diverse student populations; including exceptionalities, race, ethnicity, gender, sexual orientation/identity, religion, language background and socioeconomic status.

4. The student will participate in field experience by:

a. observing for a minimum of 15 hours of field experience in a K-12 school setting.

b. examining current teaching practices, educational settings and school environments through structured observational learning.

c. submitting appropriate documentation of observation hours.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required: None
Anthology Portfolio	Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor's degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students.

B. Supplemental Material

Resources: Access to the internet is required for this course. Throughout the course, websites, videos and other required readings will be posted to MyCourses. Participants will also be required to locate additional journal articles, books, educational videos, and documents, etc.
Materials: Available in MyCourses
Library: http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MyCourses continuously to assure all current content for class has been accessed.
All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements

This course requires <u>15</u> hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

All information for school-based field experience hours is in the Field Experience Module under Course Contents in MyCourses. This course requires 15 hours of observation/participation ***under the supervision of a K-12 public school teacher certified in-field*** and must be reported to the Office of School Partnerships via the Reporting form link in MyCourses. The Office of School Partnerships will support you as you set up your field experience placement. You must check fingerprinting rules for the district you are in and possibly be fingerprinted by the school district where you will be completing your 15 classroom observation hours. Each school district has its own fingerprinting policy and procedures that must be followed exactly for you to be placed in a school. There is a fee for fingerprinting for which the student is responsible (usually around $65 - $70). You must initiate the process during the first 10 days of the course. Each element of the field experience process is explained in detail in the Field Experience Module in MyCourses.

<mark>IMPORTANT NOTE:</mark> If for any reason you do not think you can pass the fingerprint screening for placement in a classroom, please withdraw from this class, and complete the fingerprint screening this semester and enroll in the class next term. Tuition will not be refunded after the official refund date for the semester.

**You are NOT permitted to complete your hours in Hillsborough County. Please do not make arrangements on your own to complete hours in a school in Hillsborough. If you do so, your hours will not count for your field experience. **

College of Education Disclosure Form Pursuant to SPC Board Rule 6H-23-4.72, criminal background checks must be conducted on all teacher candidates prior to beginning their school based experiences. Students are required to submit fingerprints and consent to a local, state, and national background check and pay the associated fee as determined by the local school district. The school district conducting the background check will receive information on all records, including juvenile, that have been sealed, expunged, or where adjudication was withheld. Passing a federal criminal background check is a requirement for teacher certification and school-related employment. SPC Board Rules require all students to complete the Student Disclosure of Background Information each semester they enroll in courses with school-based hours, also students are required to report any changes to their Student Disclosure of Background Information within 48 hours of the event. Florida Law requires that all criminal arrests and convictions (*) must be reported, even if you have been told by a judge or attorney that you do not have to report your record because it was sealed, expunged, or occurred when you were a minor. Failure to disclose anything on this form that may be revealed through a criminal background check is grounds for dismissal from the College of Education and/or St. Petersburg College.

If you are enrolled in this class and want to start the fingerprinting process before the semester starts, please contact Sherri Kent-Roberts, Office of School Partnership, for information on the correct process for fingerprinting. Starting this process early is encouraged only with her guidance.

Sherri Kent-Roberts
KentRoberts.Sherri@spcollege.edu
Liaison to Office of School Partnership
College of Education
727-341-4659

B. ALL Course Assignments

Assignment	Points
Start here – intro post	5
Discussions (9)	100
Focus (6)	120
Midterm (1)	30
Final Project	30
==Field Experience:== Disclosure Field experience summary sheet Signature Sheet ==* MUST PASS THIS ASSIGNMENT TO PASS THE COURSE==	 20 30 50
Total	385

Students who do not complete ALL parts of the field experience will NOT pass this course. (see the "Field Experience" folder located under the MyCourses Table of Contents)

Grading Scale

*Must submit teacher signature sheet with 15 hours of field observation to pass this course.

A	90-100
B	80-89
C	70-79
D	60-69
F	59 & below

UCC Assignments: Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course. Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.

For courses with lesson planning:
Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean "copy and paste." It means that, if you use someone else's intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

C. **Assignment Late Policy**
   Because assignments are posted at least two weeks in advance, there are no late assignments submissions. If there are extenuating circumstances such as a medical emergency, students must contact the instructor prior to the due date for an extension.

V. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**

A. **COE SYLLABUS STATEMENTS**
   https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing

B. **SPC SYLLABUS STATEMENTS**
   http://www.spcollege.edu/addendum/

   Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

   If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE
No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

EDF 1005 Introduction to Education			
Module	**Topics/Activities**	**Assignments Due**	**Points**
Start Here Module 1/15-1/19 *College Closed 1/15 for Rev. Dr. Martin Luther King, Jr.*	Read Syllabus Read Addendums	• Discussion: Introduce Yourself • Review Instructor Information Page Review & Start Field Experience Project <mark>DUE: Sun., 1/21, 11:30 p.m.</mark>	5 0 0
Module 1 1/22-1/26	Becoming a Teacher Begin your field experience module work!	• Discussion: Becoming a teacher • Disclosure form <mark>DUE: Fri., 2/2, 11:30 p.m.</mark>	10 20
Module 2 1/29-2/2	Today's Students	• Discussion: English Language Learners • Begin working on your 15 hours of observation for your field experience assignment <mark>DUE: Fri., 2/9, 11:30 p.m.</mark>	10
Module 3 2/5-2/9	Addressing Learners' Individual Needs	• Discussion: Differentiated Instruction • Focus: HLP #7 • Reporting form due • Work on your field experience hours (15 total)*throughout the course* <mark>DUE: Fri., 2/16, 11:30 p.m.</mark>	10 20
Module 4 2/12-2/16	The Social Context of Schools	• Discussion: Rios TED Talk <mark>DUE: Fri., 2/23, 11:30 p.m.</mark>	10

Module 5 2/19-2/23	Families and Communities	• Discussion: Personal Culture Poem • Focus: Family connections ==DUE: Fri., 3/1, 11:30 p.m.==	10 20
Midterm 2/26-3/1	Midterm Activity	GK test review and practic4 ==DUE: Fri., 3/8, 11:30 p.m.==	30
Module 6 3/4-3/8	History of Schools in the United States	• Discussion: Significant Events in Education ==DUE: Fri., 3/22, 11:30 p.m.==	10
3/11-3/15 College Closed – SPC Spring Break			
Module 7 3/18-3/22	Developing a Philosophy of Teaching and Learning	• Focus: Philosophies ==DUE: Mon., 4/1, 11:30 p.m. (Extension due to college closure)==	20
Module 8 3/25-3/29 *College Closed 3/29*	Organization	• Focus: School Board Meeting ==DUE: Fri., 4/5, 11:30 p.m.==	20
Module 9 4/1-4/5	Law	• Discussion: Education Court • Focus Questions: Ethics of the Teaching Profession ==DUE: Fri., 4/12, 11:30 p.m.==	10 20

Module 10 4/8-4/12	Standards, Curriculum, and Accountability	• Focus: BEST standards article review DUE: Fri., 4/19, 11:30 p.m.	20
Module 11 4/15-4/19	Chapter 11 Making	• Discussion: Every child needs a champion DUE: Fri., 4/26, 11:30 p.m.	10
Field Experience Module 12 4/22-4/26	Field Experience	• Submit Field Experience • Submit Teacher Signature Sheet DUE: Fri., 5/3, 11:30 p.m.	30 50
Final Project 4/29-5/3	Final Project Alternative Careers Discussion	• What I Learned - Iterated through Art • Discussion of Alternative Career DUE: Sun., 5/5, 11:30 p.m.	30 20
Total Points			385

VII. Uniform Core Curriculum / Program Learning Objectives Assignments

UCCs

This course offers opportunities for students to engage with the following Universal Design for Learning (UDL) General Understandings and Essential Components (1.0s and 2.0s): 1.1, 1.3, 1.4.