



COVID GUIDELINES

All members of the VCSU community are required to wear face masks in hallways, restrooms, and classrooms.

Every member of the VCSU community is expected to demonstrate responsible behavior to support the health of the Viking community. As such, please use the following guidelines and plan to attend class synchronously if . . .

- You are sick or if you experience common symptoms associated with COVID-19
- You are in quarantine because you or a close contact has COVID
- You are at risk and need to limit contact with others
- You are unable to wear a face mask in the classroom

Instructor Information

Name	Dave Bass
Office location	McFarland 326
Office hours	10:00 – 12:00 M W F. 9:00 – 11:00. T and R. 1:00–3:00 T and R
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Course Description

An introduction to the professional education sequence. The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a 40 hour field experience in an elementary or secondary classroom.

Typically Offered: Fall, Spring.

Course Prerequisites

Prerequisites: 24 or more credits with 2.50 cumulative GPA

Freshman Prerequisites: second semester freshman; 2.75 cumulative GPA; grade of “C” or higher in ENGL 110 or 210; grade of “C” or higher in ENGL 120/125 or currently enrolled in 120/125

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

Standard	Assessment
InTASC Standard #3: Learning Environments	Mini Classroom Management Plan
InTASC Standard #9: Professional Learning and Ethical Practice	Final Oral and Written Reflection
Program Outcomes Project: Plan and Reflect	Philosophy of Education Paper

Student Resources

No textbook will be required for this course. Course resources will include assigned readings and accessible internet resources.

Learning Targets

Upon successful completion of this course, learners will be able to:

1. list the major categories of the VCSU teacher education conceptual framework;
2. list requirements for admission to the VCSU School of Education;
3. initiate the process for admission into the VCSU teacher education program;
4. demonstrate dispositions modeled by professional educators;
5. describe characteristics of professional educators;
6. summarize philosophical foundations of education;
7. summarize important legal foundations relevant to educational law;
8. show relationships between social foundations of education (politics, funding, ESSA) and current educational practices;
9. demonstrate awareness of diversity in the classroom and the importance of global education in current education practices;
10. demonstrate a foundational ability to develop learning targets and lesson plans;
11. complete the required field experience and receive a successful evaluation.

EDUC 250 students will be completing assessments, projects, and performances while learning that align with the learning targets listed above.

1. written narrative explaining key elements of the VCSU teacher education conceptual framework
2. summative quiz listing admission requirements and reflecting on admission standards already met as well as those remaining
3. complete and submit the School of Education application form
4. disposition form completed by the instructor and the field experience cooperating teacher
5. "letter to a teacher" and narrative reflection summarizing growth plan to develop personal and professional characteristics
6. formal Philosophy of Education paper and quiz
7. class activities, presentations, and quiz
8. current event presentations and quiz
9. written paper including reflections about increased need for global awareness in classroom instruction
10. lesson plan activities and final lesson plan template
11. completing of field experience requirements and a final reflection paper

Program Outcomes Project

The capstone project for this course is the Philosophy of Education paper, which will be assigned following the unit on Philosophical Foundations in Education. Specific guidelines for this project will be posted in Blackboard Course Documents.

Course Evaluation Procedures and Grading Criteria

Education courses at Valley City State University will be assessed using course-specific projects, discussions, individual and team activities, written papers, and formative assessments, and summative assessments. Feedback and scores will be completed and posted in Blackboard within one week of the assignment due date. All assignments completed for a grade will be submitted in class or via appropriate technology applications.

Attendance Policy

According to Valley City State University Policy [V.530.08](#) attendance is required in courses. Student who know they are going to be absent from a course session, should contact their instructor as soon as possible prior to the missed class session. Those who are not present for the F2F class are expected to participate virtually when possible.

Quizzes and tests can be made up only if communication about a class absence occurs prior to the time of that assessment. Late assignments will be accepted but a score deduction of 10% will occur for each day an assignment is late.

Participation

For this course to be successful, active participation by everyone is required. Participation occurs through consistent preparation and active involvement in course meetings and activities. Students are expected to engage in oral and written discussions about the topics and readings. Procedures will be used to promote participation when students must attend class virtually.

Final Exam

Final Exams are required per [V406.01.02](#) policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submitted.

Grading Scale

Total points accumulated will determine the final grade. Final grades will be assigned by using the following percentages of successful work.

94-100%	A
87-93%	B
80-86%	C
73-79%	D
Below 72%	F

Valley City State University Policies

Academic Integrity

According to VCSU Policy [V.530.01](#) "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Support Services through Valley City State University

Americans with Disabilities Act for Students

Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact [Disability Support Services](#).

Library

The School of Education embraces the use of research in teaching and learning. VCSU's [Library](#) has an extensive resources for K-12 curriculum, both online and on library shelves.

Table 1 Course Schedule

A daily schedule of course activities is posted in Blackboard Course Documents.

Week/Module/Topics	Dates	Topics, Readings, Assignments, Due Dates, Deadlines
1	8/26	Introductions, course overview, syllabus review
2	8/31	SOE admission requirements, conceptual framework, SOE application
3	9/7	Student Characteristics
4	9/14	Chapter 1: Introduction
5	9/21	Chapter 7: Professionalism
6	9/28	Chapter 2: Professional Knowledge Assessment #1: chapters 1, 2, and 7
7	10/5	Create ETS account and register for Praxis Core Philosophical Foundations of Education
8	10/12	Philosophical Foundations continued Legal Foundations of Education
9	10/19	Legal Foundations continued Assessment: Philosophical and Legal Foundations
10	10/26	Chapter 3: Instructional Planning Video review and reflections
11	11/2	Chapter 4: Instructional Delivery Video review and reflections
12	11/9	Assessment: Chapters 3 and 4 School Governance and Finances
13	11/16	School Governance and Finances Video review and reflections
14	11/23	Chapter 6: Learning Environment Video review and reflections
15	11/30	Chapter 6 continued Video review and reflections
16	12/7	Course review Final reflection sharing
Final Exam	12/17	McCarthy 257 – 10:00 Assessment: Chapters 5 and 6