

Eastern Mennonite University
EDS451 Educational Foundation and Due Process
Fall 2011

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Class Time: WF 1:40-2:30 p.m.
Location: Library 304
Semesters Hours: 2 SH

Required Text:

Murdick, N. L., Gartin, B. C., & Crabtree, T. (2007). *Special education law*. Upper Saddle River, NJ: Merrill.

Yell, M. (2012). *The law and special education*. Upper Saddle River, NJ: Pearson.

On Reserve in the Library:

Pai, Y., Adler, S. A. and Shadiow, L. K. (2006). *Cultural foundations of education* (4th edition). Upper Saddle River, NJ: Merrill.

Course Description:

This course provides an understanding of regular education and special education cultural foundations and their relevance to the due process procedures of special education. The role of teachers, the child study process, the assessment process, parental rights and responsibilities, the IEP, and the knowledge of appropriate special education terminologies will be included in this course. The student will understand the legal requirements of providing a free appropriate public education to students with disabilities.

Classroom Climate:

As professional educators, the free discourse of ideas should be expected. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. I expect you to be open to differences and maintain a willingness to interpret issues from frameworks that may or may not be quite so comfortable for you.

I have opinions, which I may express from time to time. You are free to express either agreement or disagreement without fear of consequences. I may challenge your views or disagree with them, but be assured that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please make an appointment with me so that we can discuss the issue.

Also, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a safe space in which everyone feels that they can participate. This does not mean people cannot disagree or that people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree (adapted from K. Roulston's syllabus at UGA and M. Sallee's syllabus at UTK).

Course Objectives:

1. Develop and express, through discussions and written assignments, an understanding of the historical, philosophical, and sociological foundations of public school in the United States, particularly as related to special education (S, I, PK).
2. Identify and discuss the major legislative and judicial events that have shaped public education in the United States (i.e., ADA, IDEA, & NCLB) and analyze their possible impact on current educational practices (S, I, PK).
3. Discuss and apply a developing understanding of the legal requirements associated with special education, including (but not limited to) least restrictive environment, individual education programs, high stakes testing, and the rights of parents and students (S, PK).
4. Develop and deepen your ability to articulate and analyze historical, legal, and social issues that affect schools, teachers, and education (C, PK).
5. Further develop your own philosophy of education, expressing your evolving understanding of the roles of special education teachers who act as advocates, legally and educationally, for their students (Ca, L, C).
6. Integrate the principles of sustainability within the discipline of teacher education (QEP: Peace with Creation).

Teacher Candidate Performance

Outcomes:

Scholarship (S): acquire knowledge through the liberal arts, Global Village General Education Curriculum, and specialty area studies, and to organize and integrate that knowledge across disciplines and cultures.

Inquiry (I): generate questions and use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge (PK): demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication (C): acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring (Ca): develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

COURSE REQUIREMENTS:

Along with attendance/class participation, there are several assignments and a final examination for this course, each of which contributes to your final grade. The assignments are designed both to enhance and assess your understanding of the course. All assignments are due at the beginning of the class due date shown on the tentative schedule.

Please note that none of these assignments can be completed successfully by simply expressing your opinion or depending on your prior experience. Because an essential component of professional behavior is to draw from the **profession's knowledge base**, you will be expected to work from a **scholarly literature base** when you prepare your responses for class activities/assignments. This means you must READ!

1. Attendance and Participation (30 classes x 5 = 150 points)

Your attendance and active participation is a strong indication of your commitment to not only this course, but to the teaching profession. No absences will be excused without a compelling reason and prior notification via email or phone. Please email or call me if you are going to be late or absent so that I can plan accordingly. If you have more than one (1) unexcused absence, you may not receive credit for this course.

Class participation is imperative so please come prepared and be on time to every session. Participation grades will be evaluated based on these criteria as well as your contributions to class discussions and class assignments. A portion of your participation grade will be influenced by your ability to contribute to a safe learning environment by exhibiting mutual respect and openness, as well as by demonstrating that you have read the posted readings. See Class Schedule for a list of the readings due for each class.

2. Discussion Board (12 x 5 = 60 points)

In an effort to enhance your reading assignments and classroom experiences, you will post weekly reflections based on your reading using the discussion forum feature on Moodle. The purpose of the discussion forum is to provide an opportunity for you to share information with your instructor and peers about what you are learning in regard to the assigned readings and class discussions. Discussion group participation will begin on Friday, September 9th and continue every Friday (by midnight) through the week of December 2, with a couple of exceptions (see tentative schedule). In addition to reflecting over the readings, I encourage you to read what others in the class have posted and respond to their ideas, such that we establish an online continuation of our class discussions. This will also be a great place to pose questions of one another about the readings so that we can all gain insight into ways of reading and understanding the history and legal issues related to special education.

3. Philosophy of Education (100 points)

As part of your initial entry into the education department, you wrote a philosophy of education paper. This assignment is an extension of that paper; however, you will need to be sure to include content from your educational courses, as well as from this class. You will probably want to examine and reflect upon your entry philosophy paper, keeping some of the key ideas if you wish, but you will need to completely overhaul it for this assignment. You are to write a 3-4-page paper (in APA style) discussing your current philosophy after being influenced by coursework and field placements. The rubric and specific instructions are attached.

When you apply for teaching positions, it is often important to have a philosophy of education presentation to share with the interviewing staff. Please be sure to keep your paper concise and to the point. You want to avoid too much fluff. State your points and support your claims. More detailed information about this assignment will be posted on Moodle.

First Draft Due: Wednesday, October 12

Final Draft Due: Friday, November 18

4. Class Timeline Project (50 points)

This will be a project we work together on primarily; however, for the project to succeed, we will all need to do our part in bringing together details and articulately presented information about the history of special education. In that we will devise the project together, there is no more information to provide here, but I did want to include it in your overall points.

5. Case Studies (2 x 20 = 40 points)

Case studies are often used in classrooms to combine theory and practice. This is an opportunity to apply knowledge learned in our discussions to authentic situations. Using the case studies provided, along with the readings and your developing understanding of special education, you will answer these questions and then participate in discussions with your classmates. You will be expected to prepare written answers to the questions before the class session in which the case is discussed.

6. Final Exam (100 points)

The written exam will be application based and very similar to the case studies we will have used during the semester. You will be given 3 writing prompts and asked to answer one of them in detail. You will be allowed to use your notes, texts, and any other resources that you need. The exam will require you to integrate content from across the semester's work and present a coherent representation of the course. More detail will be given closer to the time.

Assignments at a Glance:

Assignment	Points	Due Date
Attendance/Participation	150	Every time!
Discussion Board	60	Throughout the semester (12 weeks)
Case Studies	40	Oct 21, Nov 4
Class Timeline Project	50	Throughout the semester
Philosophy Paper	100	Draft: October 12 Final: November 18
Final Exam	100	December 14, 2011 at 10:40am
Total	500	

Grading Scale:

Letter Grade	Percentage	Points Required
A.	92 - 100	448 - 500
B+	87 - 91	435 - 447
B	82 - 86	410 - 434
C+	77 - 81	385 - 409
C	70 - 76	350 - 384
Less than 350 points will require you to retake the course.		

Academic Support

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Students Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.

It is my desire to meet the learning needs of all of my students. If you have a specific need, please feel free to let me know and I will work with you to ensure that this learning situation is accommodating. Further, Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Course Outcomes (determined by the Commonwealth of VA):

1. Knowledge of the historical, philosophical, and sociological foundations underlying the operation of public education in the United States including (CC1K8, CC1K9, CC6K2, CC6K3, CC2K3, CC3K4):
 - A. an understanding of the role, development, and organization of public education
 - B. an understanding of the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
 - C. an understanding of the due process protections and legal status guaranteed to all students, teachers, and parents under state and federal law.
 - D. an understanding of the federal and state laws and regulations that govern schools as an organization/culture.
 - E. an understanding of legislative and judicial mandates related to education and special education.

2. Knowledge of the history, philosophy, and social foundations underlying the evolution of education for students with disabilities including (CC1K1):
 - A. an in-depth understanding of due process and the procedural safeguards underlying the education of students with disabilities

3. Understanding of the legal requirements governing special education, such as The Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the No Child Left Behind Act (NCLB), including (CC1K4, LD1K3, CC5K10):
 - A. an insight as to the meaning of a free appropriate public education (FAPE) and the implied ethical principles underlying the law (S, K, CC1K2, LD9K1).
 - B. a working understanding of the referral, assessment/evaluation, identification process (CC1K5, CC1K6, LD1K4, LD1K5, CC2K5, CC5K9, LD8K2, CC8K2, CC8K3, CC8K5, CC8S6, CC8S7).
 - C. how to develop an individualized education program (IEP) for students to provide an “appropriate” education (CC5K8, CC10S5).
 - D. an understanding of “rights and responsibilities” of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues (CC1K4, CC1K7, CC10S4, LD9K1).

4. Developing a broad understanding of the legal requirements associated with least restrictive environment, discipline/behavioral management, maintenance of student records, barrier/high stakes testing, and student searches (S, K, CC1K2, CC10S1, BD1K4, BD1K6).

5. Acquiring an understanding of the relationship of special education services to the educational opportunities for all students and the associated career options available across a school district and community at large (I, L, CC1K3).

TENTATIVE COURSE SCHEDULE

All reading assignments should be read *prior to class* in order for meaningful dialogue to take place. Two copies of the Pai et al. (2006) text will be on reserve in the library, as well as two of the Wright's Law texts, great resources for your personal library. There will occasionally be additional readings that I will suggest and throughout the semester, we will be compiling an annotated bibliography, which I've begun here, as a resource for special education teachers.

Date	Topic	Readings/Assignments Due BEFORE Class
W-Aug 31	Introduction/Syllabus	
F-Sept 2	Discuss Philosophy Paper in Depth	<i>Why Go to School?</i> (PDK) Bring a draft of your Philosophy of Education
W-Sept 7	What is Culture? Why does it matter to education?	Pai, Chapter 1 & 2 (Culture) Optional : Webb Chapter 3-4 (Philosophy)
F-Sept 9	Historical foundations of education	Pai, Chapter 3 & 4 Optional : Webb Chapter 5-7 Discussion Board Post 1
W-Sept 14	Culture and the role of schooling, educational development, and learning processes	Pai, Chapter 5-7
F-Sept 16	Computer day – begin work on class timeline project	Bring in list of important dates thus far Discussion Board Post 2
W-Sept 21	History of Special Education	Murdick, Chapter 1 & 2
F-Sept 23	History of Special Education	Yell, Chapter 3 Discussion Board Post 3
W-Sept 28	Why study the law? And HOW?	Murdick, Chapter 12 & Appendix A & B Optional: Yell, Chapter 1-2; Wright's Law Chapter 2 (on reserve in the library)
F-Sept 30	<i>Free and Appropriate Public Education (FAPE)</i>	Murdick, Chapter 3; Yell, Chapter 8 Discussion Board Post 4
W-Oct 5	Section 504 of Rehabilitation Act of 1973	Murdick, Chapter 4 Yell Chapter 5
F-Oct 7	<i>The Individuals with Disabilities Education Act (IDEA)</i>	Yell, Chapter 4 Discussion Board Post 5
W-Oct 12	American Disabilities Act (ADA)	Yell, Chapter 6 Philosophy Paper-Draft Due
F-Oct 14	<i>Elementary and Secondary Education Act (ESEA) and</i>	Yell, Chapter 7 Discussion Board Post 6

	<i>No Child Left Behind (NCLB)</i>	
W-Oct 19	Identification Process Court cases about identification	Yell, Chapter 9 Murdick, Chapter 4
F-Oct 21	Case Study Practice 1	Bring Case Study Response Discussion Board Post 7
W-Oct 26	Individualized Education Program (IEP)	Murdick, Chapter 5 1st Draft of Philosophy Paper DUE
F-Oct 28	Individualized Education Program (IEP) Analyze sample IEP's	Yell, Chapter 10 Discussion Board Post 8
W-Nov 2	Least Restrictive Environment (LRE)	Yell, Chapter 11 Murdict, Chapter 6 Return Philosophy Papers
F-Nov 4	Case Study Practice 2	Bring Case Study Response Discussion Board Post 9
W-Nov 9	Procedural Safeguards and Due Process	Murdick, Chapter 7
F-Nov 11	Family Collaboration	Murdick, Chapter 8 <i>A Parent's Guide to Special Education</i> http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf Discussion Board Post 10
W-Nov 16	Discipline within Special Education	Murdick Chapter 7 & 10
F-Nov 18	Other Discipline Issues	Yell, Chapter 13 Philosophy Paper Final Due
W-Nov 23	Thanksgiving Break	
F-Nov 25	Thanksgiving Break	
W-Nov 30	Computer Day: Class Timeline Project	Bring final contributions
F-Dec 2	Special Education Ethics	Kauffman (2004) Enabling or Disabling Murdict, Chapter 12 Discussion Board Post 11
W-Dec 7	Current Issues in Special Education	TBA
F-Dec 9	Wrap-Up, Questions, Course Evaluation	Discussion Board Post 12
Dec 14: 10:40am	Final Exam	Bring Resources

Bibliography:

This is just a beginning list of some of the books I think you might find helpful and interesting. There are ample articles, other books, and more resources that we can add to this bibliography.

- Amstutz, L. S., & Mullet, J. H. (2005). *The little book of restorative discipline for schools: Teaching responsibility; creating caring climates*. Intercourse, PA: Good Books.
- Charlton, J. I. (2000). *Nothing about us without us: Disability oppression and empowerment*. Berkeley: University of California Press.
- Danforth, S. (2009). *The incomplete child: An intellectual history of learning disabilities*. New York: Peter Lang.
- Danforth, S., & Smith, T. J. (2005). *Engaging troubling students: A constructivist approach*. Thousand Oaks, CA: Corwin Press.
- Dewey, J. (1916) *Democracy in education*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum Books.
- Gabel, S. L. (2005). *Disability studies in education: Readings in theory and method*. New York: Peter Lang.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs*. Boston, MA: Allyn and Bacon.
- Gould, S. J. (1981). *The mismeasure of man*. New York: W. W. Norton & Company.
- Grandin, T. (1995). *Thinking in pictures: My life with autism*. New York: Doubleday.
- Harry, B., & Klingner, J. (2006). *Why are so many minority students in special education? Understanding race & disability in schools*. New York: Teachers College Press.
- Harwood, V. (2006). *Diagnosing 'disorderly' children: A critique of behaviour disorder discourses*. London: Routledge.
- Heubert, J. P., & Hauser, R. M. (1999). *High stakes: Testing for tracking, promotion, and graduation*. Washington, D.C.: National Academy Press.
- Kauffman, J., McGee, K., & Brigham, M. (2004). Enabling or disabling? Observations on changes in special education. *Phi Delta Kappan* 85(8), 613ff.
- Longmore, P. K., & Umansky, L. (2001). *The new disability history: American perspectives*. New York: New York University Press.
- Losen, D. J., & Orfield, G. (2002). *Racial inequity in special education*. Cambridge, MA: Harvard Education Press.

- Marlowe, B. A., & Page, M. L. (1998). *Creating and sustaining the constructivist classroom*. Thousand Oaks, CA: Corwin Press, Inc.
- Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- O'Brien, R. (2004). *Voices from the edge: Narratives about the Americans with disabilities act*. Oxford: Oxford University Press, Inc.
- Popham, W. J. (1999). Why standardized tests don't measure educational quality. *Educational Leadership*, 56(6), 8-15.
- Webb, L. D., Metha, A. & Jordan, K. F. (2007). *Foundations of American education*. Upper Saddle River, NJ: Merrill.
- Wright, P. W. D., & Wright, P. D. (2003). *Wrightslaw: Special education law*. Hartfield, VA: Harbour House Law Press.
- Wright, P. W. D., Wright, P. D., & Heath, S. W. (2004). *Wrightslaw: No child left behind*. Hartfield, VA: Harbour House Law Press.
- Wright, P. D., & Wright, P. W. D. (2011). *Wrightslaw: From emotions to advocacy*. Hartfield, VA: Harbour House Law Press.

Eastern Mennonite University
Assessment Rubric for Philosophy of Education Paper

(The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream)

Part I: Philosophy				
Project Components	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score
Beliefs about conceptual framework	Articulates clearly the teacher education department's conceptual framework within one's philosophy of education.	Articulates some characteristics of the education department's conceptual framework within one's philosophy of education.	Does not identify important elements of the education department's conceptual framework.	
Beliefs about the relationship between an ethic of care & sustainability	Articulates clearly the teacher education department's conceptual understanding of caring within the context of sustainability.	Articulates some characteristics of the education department's conceptual understanding of caring within the context of sustainability.	Does not identify important elements of the education department's conceptual understanding of caring within the context of sustainability.	
Beliefs about the aims or purposes of schooling	Identifies important aims and purposes of schooling; supports beliefs with a logical rationale that is well supported by scholarly literature.	Identifies a few important aims and purposes of schooling; supports most beliefs with a logical rationale that is supported by scholarly literature.	Does not identify important aims and purposes of schooling; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs about what children should learn	Identifies important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	Identifies some important content to be learned by children in his/her discipline & provides evidence based research to support the rationale for the content.	Does not identify important content to be learned by children in his/her discipline & provide evidence-based research to support the rationale for the content.	
Beliefs & attitudes about how children learn	Thoroughly explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between the stages of development, motivation, and learning theory; supports with a logical rationale that is supported by scholarly literature.	Incomplete or missing explanations of link between the stages of development, motivation, and learning theory; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs & attitudes about how teachers should teach ALL children within specified discipline	Thoroughly explains the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; supports with a logical rationale that is supported by scholarly literature.	Does not explain the link between the styles of learning, differentiation of instruction to meet individual student needs, and assessment that guides instruction within specified discipline; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs about the impact of teacher effectiveness on the learning community	Thoroughly explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is well supported by scholarly literature.	Explains the link between a caring learning community and teacher effectiveness to student achievement; supports with a logical rationale that is supported by scholarly literature.	Does not explain the link between a caring learning community and teacher effectiveness to student achievement; incomplete or missing rationale that is not supported by scholarly literature.	
Beliefs about the roles of family, culture, and community in education	Thoroughly explains the critical interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is well supported by scholarly literature.	Explains the interrelationships between the family, culture, and community in the education of individual students; supports with a logical rationale that is supported by scholarly literature.	Does Not explain interrelationships between the family, culture, and community in the education of individual students; incomplete or missing rationale that is not supported by scholarly literature.	

Citations & APA format	Cites 7+ scholarly references; content connected to appropriate theorists to support statements & positions; paper written in APA format	Cites 4-6 scholarly references; some content connected to appropriate theorists to support statements & positions; written in APA format	Cites 3 or less scholarly references; little or not connection to appropriate theorists to support statements & positions; not written in APA format	
EMU writing Standards	Reflects "A" work according to EMU's undergraduate level writing standards	Reflects "B" or "C" work according to EMU's undergraduate level writing standards	Reflects less than "C" work according to EMU's undergraduate level writing standards	
Total				
Part II: Sustainability in Education				
Criteria	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Score
Integration of sustainability and the discipline: Identification of 1) a sustainability issue that relates to the discipline or 2) how the discipline can address a sustainability issue	Identifies an appropriate issue, clearly explaining connection between sustainability and the discipline.	Identifies an appropriate issue; connection between sustainability and discipline only vaguely explained.	Does not identify an appropriate issue and/or makes no attempt to connect sustainability and discipline.	
Presentation of solution or sustainable course of action related to the discipline	A particularly creative or innovative solution or course of action is presented and accompanied by a thorough analysis of the issue. The solution/course of action is applicable to the issue.	A solution or course of action is presented and the solution/course of action is applicable to the issue.	A solution or course of action is not presented or the solution/course of action is incongruent with the issue.	
Total				

PHILOSOPHY OF EDUCATION (100 points)

First Draft Due: Wednesday, October 12

Final Draft Due: Friday, November 18

The Philosophy of Education paper will be submitted electronically for assessment into the Student Teaching Portfolio in TaskStream.

Part one of the assignment includes the following components: beliefs about the aims or purposes of schooling; beliefs about what children should learn; beliefs and attitudes about how children learn; beliefs and attitudes about how teachers should teach ALL children within community and beliefs about the roles of family, culture, and community in education. This is not just a summary of your personal philosophy of education since it involves your understanding and knowledge of foundations of education that you will further develop and refine throughout this course. Although articulating one's philosophy of education and demonstrating your understanding of foundations of education can be an arduous task, it is a necessary one, and will serve you well in your future endeavors as an educator. Please refer to the detailed assignment description and rubric.

Part two of the assignment is a description of your ideal school with regard to:

(1) ANALYSIS: Identify issues of sustainability that occur in your classroom or discipline related to:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

(2) COURSE of ACTION: Write a description (with examples) of how these principles might be applied – what might happen in your classroom if you were demonstrating the principles of sustainability. As you consider sustainability in your classroom, please address:

- a. promoting social *systems* within the classroom/discipline that build peace and equity for students, teachers, and families;
- b. *teaching sustainability* (economic, environmental, social/cultural, political) within the K-12 curriculum of your discipline;
- c. *stewardship of environmental/financial resources* within the classroom.

The paper must conform to the 6th edition of the *Publication Manual of the American Psychological Association* (APA) format. Your paper will also be evaluated on the basis of EMU undergraduate writing standards rubric.