|  |  |
| --- | --- |
| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**EDF 2005 INTRODUCTION TO THE TEACHING PROFESSION (3 CREDITS)**

This is a survey course including the historical, sociological, and philosophical foundations of education; governance and finance of education; educational policies; legal, moral, and ethical issues; and the professionalism of teaching. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. Students are required to complete a minimum of 15 hours of field-based experience with children and youth in schools or similar settings and not via virtual modes of film or Internet.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Current and historical trends and issues in U.S. schools

• Characteristics of effective schools

• Governance structures of U.S. schools

• Court cases and legislation relevant to K-12 public schools

• Educational philosophies

• School funding

• Legal and civil rights and responsibilities of students and teachers

• Ethical standards of educators

• Response to social issues

• Multiculturalism

• Career options in education

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Research**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will research and evaluate key factors associated with effective schools to synthesize field experience with current educational research.

**B.** **Other Course Objectives/Standards**

* The student will apply educational research to justify or support educational practice or policy through an organized oral and written presentation.
* The student will analyze and critique the legal aspects of education and investigate how governance, laws, and policies are enacted at the local, state, and federal level.
* The student will compare and contrast key educational philosophies and their influences on K-12 education.
* The student will research and synthesize the major rights and responsibilities of students and teachers in K-12 settings.
* The student will design and implement a developmentally appropriate K-12 lesson based on the Florida Standards.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**15 Classroom Observation Hours and Synthesis of Clinical Observation and Course Content Paper**

Each student must complete 15 hours of observation in a public or accredited private school. Five hours will be observed in grades K-5, five hours in grades 6-8, and five in grades 9-12. The student must submit documentation of these 15 hours as detailed by the instructor. Each student will write a synthesis of his/her classroom observation and course content to include three parts. The three parts of the paper will include discussions of:

* Social and cultural factors that impact learning
* Key factors associated with effective schools
* Attributes of the professional educator

**Case Study Paper**

Each student will individually write a four page paper based on a current issue in education using research found in professional journals.

**Group Panel Discussion**

Each student will work with a group to prepare a panel discussion regarding a current issue in education.

**Lesson Plan**

Students will write a lesson plan either individually or with a group.

**Lesson Plan Presentation**

Students will present a lesson plan to the class either individually or with a group.

**Chapter Assignments, Quizzes, Tests**

These will be given and students will be notified of them as the semester progresses.

**Final Exam**

**Attendance and Participation**

Attendance and participation are required as class meetings will involve group discussions, learning activities, guest speakers, etc. Students are to arrive on time, be prepared, and participate in discussions and activities.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

Students are required to complete 15 hours of classroom observation. Any student who is unable to fulfill this requirement will not receive a passing grade in this class.