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

# 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.

## PREREQUISITES FOR THIS COURSE:

None

### CO-REQUISITES FOR THIS COURSE:

None

## 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

## 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 examine current teaching practices, educational settings, and school environments through structured observational learning.B. Other Course Objectives/Standards

 Professionalism

 Demonstrate effective oral and written communication skills, including digital literacy, for the field of education.

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

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

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

Historical/Philosophical Foundations

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

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

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

Structure of Schools

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

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

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

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

Field Experience

 Complete a minimum of 15 hours of field experience in a school setting.

## 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 <https://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 <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

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

## GRADING POLICY:

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

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 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.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

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

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)