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| **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 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.
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 Hours of PreK-12 Classroom Observation**

Each student must complete 15 hours of observation in public or accredited private school settings that include students at the primary/elementary and secondary levels. The student must submit documentation for these 15 hours in order to earn a passing grade for the course.

**Issues in Education Research Project**

Each student will select an issue central to the field of education and conduct research to explore the history of the issue and its impact on students and teachers in today’s classrooms. The project will culminate in a written report that includes a narrative description of the researcher’s guided inquiry, the research process, the results of the research, and the impact on the researcher’s perspective on the issue. The report should adhere to APA style guidelines.

**Lesson Plan Evaluation and Reflection**

Each student will use cPalms.org, a free online toolkit for Florida teachers, to find and evaluate one K-12 lesson plan for specific concepts and criteria associated with effective lesson planning, as outlined in an evaluation matrix. The lesson plan will also be evaluated in terms of the extent to which its methodology is in alignment with specific Florida Standards and the Florida Educator Accomplished Practices.

**Digital Education Showcase**

In this culminating project, each student will create a digital presentation that features insight into contemporary topics associated with the field of education. The presentation will include artifacts and accompanying reflections that illustrate the student’s increased awareness of and connection to concepts associated with the 15-hour field experience and professional resources reviewed over the course of the semester. The presentation will be submitted to the instructor and presented to classmates in a digital format designed to promote audience engagement.

**Chapter Assignments, Quizzes, Tests**

Chapter assignments may include Reading Response Guides, content quizzes, and tests as determined by the instructor.

**Attendance and Participation**

Attendance and participation are required as outlined by the course instructor. Class meetings, both virtual and ground, may include group discussions, collaborative learning activities, guest speakers, and other instructional tools to enhance students’ success toward meeting course learning outcomes. Students are expected 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 and provide documentation for 15 hours of classroom observation. Any student who is unable to fulfill this requirement will not receive a passing grade in this class.