JEFFERSON COLLEGE

COURSE SYLLABUS

EDU 210
FOUNDATIONS OF EDUCATION

3 Credit Hours

Prepared by:
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September 2011

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EDU 210
FOUNDATIONS OF EDUCATION

I. Catalogue Description
A. prerequisite and or corequisite:
   English Composition I, Exploring the Field of Education (EDU105)

B. credit hour award: 3 hours

C. description
   This course is designed to examine the historical, philosophical, sociological, political, economic, and legal foundations of American public education system. Students will explore the nature of school environments, design, and organization of school curricula and characteristics of effective schools and instruction in grades P-12. Educational structures, practices, and projections for the future will be studied. The required field experience is a minimum of 6 hours.

II. Expected Learning Outcomes with corresponding Assessment Measures (table or list format)

<table>
<thead>
<tr>
<th>Expected Learning Outcome</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td>A. Analyze the historical, philosophical and sociological foundations of schooling in the United States to understand their effect on current educational practices and issues. (MoSTEP 1.2.3, 1.2.9, 1.2.11)</td>
<td>Class Activity: Written project/paper</td>
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<td>B. Describe how education is governed, funded, and organized at the local, state, and federal levels. (MoSTEP 1.2.4, 1.2.10)</td>
<td>Class Activity: Written project/paper</td>
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<td>C. Explore the legal and ethical issues pertaining to the provision of education services to all P-12 students and to the teaching profession. (MoSTEP 1.2.3, 1.2.9, 1.2.10)</td>
<td>Class Activity: Written project/paper</td>
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<td>D. Write a personal philosophy of education. (MoSTEP 1.2.2, 1.2.9)</td>
<td>Class Activity: Written project/paper</td>
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<td>E. Examine characteristics of effective and ineffective schools and teachers. (MoSTEP 1.2)</td>
<td>Class Activity: Written project/paper</td>
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<td>F. Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs. (MoSTEP 1.2.3, 1.2.4, 1.2.5)</td>
<td>Class Activity: Written project/paper</td>
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<tr>
<td>G. Identify national, state, and local standards that guide curriculum decisions in public schools. (MoSTEP 1.2.4)</td>
<td>Class Activity: Written project/paper</td>
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<tr>
<td>H. Document a variety of current trends and</td>
<td>Class Activity</td>
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</table>
III. Course Outline with Unit Objectives (denote optional content parenthetically)

A. Historical foundations

Student will

Chart the similarities and differences in schooling (including curriculum) over major historical periods from our European beginnings to 21st century.
Illustrate how ideas of leading educators contributed to modern education.
Review current school practices including curriculum and technology in schools.

B. Philosophical foundations

Student will

List the major characteristics of key philosophies.
Compare and contrast student-centered philosophies with teacher-centered philosophies.
Create a personal Philosophy of Education that describes the purpose of public school education.
Define how curriculum is organized in the state of Missouri.

C. Sociological foundations

Student will

Define Equal Educational Opportunity (SES, ethnicity, exceptionality, etc.) and the significance to student success.
Define the roles of the schools, peer groups, and home environments that impact school success
Research and present an inquiry project on societal issues that may put students at risk.
Trace the historical impact of the standards movement on education.
Identify key characteristics of *No Child Left Behind*, including school choice concept.
Identify the differences between effective and ineffective schools.

D. Cultural foundations

Student will

Define multicultural education and cultural pluralism.
Develop an understanding of ways students vary in their approaches to learning (cognitive, affective, and physiological learning style factors, Howard Gardner’s theory, cultural and bilingual education, exceptionalities).
Recognize classroom strategies to effectively meet the needs of students who vary in their approaches to learning including diverse needs of an increasingly multicultural student population.
E. Political foundations
   Student will
   Determine how public school education is governed at local, state, and federal levels, with emphasis on Missouri.
   Discuss school revenues from local, state and federal government, with emphasis on Missouri.
   Compare and contrast characteristics of professional teaching standards (INTASC, MoSTEP) and identify how standards assist effective teachers in setting the stage for learning.
   Identify how Missouri Standards (Show Me Standards, MSIP, and MAP) are utilized in schools.
   Explore the impact of political groups on education, including NEA and AFT.

F. Legal foundations
   Student will
   1. Define the historical role of legal aspects of education.
   2. Identify the rights and responsibilities of parents, guardians, students, and teachers in public schools.
   3. Determine the role that ethical decision making plans in their success as a teacher.

IV. Method(s) of Instruction
   A. Technology
   B. Cooperative Group Activities
   C. Guest Speakers
   D. Discussion and Problem Solving
   E. Student Presentations

V. Required Textbook(s) (with publication information; denote if different text is used for online sections)
   Introduction to Teaching: Becoming a Professional 4th Edition
   By Don Kauchak & Paul Eggen

VI. Required Materials (student)
   Textbook
   Binder
VII. Supplemental References
   A. Library Resources: present offerings and anticipated texts, journals, video/audio tapes, software, etc.
   B. Other

VIII. Method of Evaluation (basis for determining course grade)
   A. Chapter Reading Guides
   B. Field Experience Data Collection
   C. Field Experience Analysis
   D. Questions and Responses
   E. School Board Meeting Data & Analysis
   F. Philosophy Essay

IX. ADA Statement
    Sample: Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000, ext. 169).

X. Academic Honesty Statement
    Sample: All students are responsible for complying with campus policies as stated in the Student Handbook (see College Website, http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)