



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**FOUNDATIONS OF EDUCATION
EDU6210 3 Credit Hours**

Student Level:

This course is open to students on the college level in their Freshman year and is a prerequisite for EDU6211 Introduction to Teaching Profession & EDU6212 Introduction to Teaching Field Experience.

Catalog Description:

EDU6210 - FOUNDATIONS OF EDUCATION (3 hrs)

Foundations of Education is a course, which provides a broad perspective of historical and current issues of schooling and education to prepare students for future education courses and experiences. The historical basis of education and different philosophical perspectives are covered. The information and experiences assist the student in making decisions about teaching as a profession and various job opportunities within education are considered. The students will review social, ethical, and legal issues that affect students, teachers and schools. Students will investigate the politics, funding and governance of U.S. schools.

Prerequisites:

None

Controlling Purpose:

This course is designed to help the student with a broad perspective of historical and current issues of schooling and education to prepare students for future education courses and experiences. This foundational course will assist students in determining whether education is an appropriate career choice.

Learner Outcomes:

Upon completion of the course, the student will be able to

- Demonstrate a basic understanding of how specific events and individuals reform schooling and education in the United States.
- Discuss various contextual factors and the implications on teaching in today's classroom.
- Demonstrate a basic understanding of standards and lesson plan development.
- Evaluate current funding or political issues and determine how those might influence the field of education and teaching.
- Evaluate scenarios to determine philosophical ideals practiced or supported.
- Develop a beginning educational philosophy statement.

- Discuss various positions available in the field of education.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

| UNIT 1: PROFESSIONALISM AND REFLECTION | | | | | | |
|---|---|---|---|---|---|---|
| Outcomes: Upon completion of this unit the student will | | | | | | |
| A | B | C | D | F | N | Specific Competencies |
| | | | | | | Demonstrate the ability to: |
| | | | | | | Exhibit commitment and understanding of his/her responsibility in the learning process through regular attendance, timely completion of assignments and participation in group discussions. |
| | | | | | | Demonstrate comprehension of ideas discussed in class through a formal writing process. |
| | | | | | | Demonstrate effective collaboration skills through active listening, contribution of ideas and respect for multiple perspectives. |
| | | | | | | Describe qualities of an effective leader. |
| | | | | | | Demonstrate appropriate attitude toward self, curriculum or subject matter, peers, and faculty and staff and/or other professionals. |

UNIT 2: TEACHING PROFESSION

Outcomes: Upon completion of this unit the student will be able to

| A | B | C | D | F | N | Specific Competencies |
|---|---|---|---|---|---|--|
| | | | | | | Demonstrate the ability to: |
| | | | | | | Define the role of today's teacher. |
| | | | | | | Discuss and review various positions available in the field of education |
| | | | | | | Discuss and demonstrate understanding of diverse learning styles and abilities |

UNIT 3: HUMAN DEVELOPMENT AND DIVERSITY

Outcomes: Upon completion of this unit the student will be able to

| A | B | C | D | F | N | Specific Competencies |
|---|---|---|---|---|---|---|
| | | | | | | Demonstrate the ability to: |
| | | | | | | Discuss the diversity of today's students and the various challenges that might present themselves in the classroom. |
| | | | | | | Demonstrate understanding of the social and economic challenges faced by many of today's students. |
| | | | | | | Understand the different motivations of students. |
| | | | | | | Demonstrate an understanding of how society affects schools or how schools can affect society. |
| | | | | | | Recognize the importance of understanding human growth and development in the learning process (i.e. cognitive, social, emotional and physical) |

UNIT 4: HISTORY AND PHILOSOPHY

Outcomes: Upon completion of this unit the student will be able to

| A | B | C | D | F | N | Specific Competencies |
|---|---|---|---|---|---|--|
| | | | | | | Demonstrate the ability to: |
| | | | | | | Understand the historical influences in the field of education and compare and contrast education of past and present |
| | | | | | | Develop an understanding of significant factors that contributed to the current educational system. |
| | | | | | | Develop an understanding of the influence of various philosophical schools of thought on the development of the current educational system |
| | | | | | | Self-assess personal views to create a beginning educational philosophy statement |
| | | | | | | Evaluate scenarios to determine the educational philosophy being practiced or supported |

UNIT 5: SCHOOL GOVERNANCE AND FINANCE

Outcomes: Upon completion of the unit the student will be able to

| A | B | C | D | F | N | Specific Competencies |
|---|---|---|---|---|---|---|
| | | | | | | Demonstrate the ability to: |
| | | | | | | Understand the organizational structure of a typical state school system. |
| | | | | | | Discuss who or what influences public education |
| | | | | | | Discuss political influences on public schooling and education |
| | | | | | | Describe how schools are funded |

UNIT 6: TECHNOLOGY

Outcomes: Upon completion of this unit the student will be able to

| A | B | C | D | F | N | Specific Competencies |
|---|---|---|---|---|---|---|
| | | | | | | Demonstrate the ability to: |
| | | | | | | Review how technology can affect teaching and student learning |
| | | | | | | Review technology available in today's schools or resources available to teachers/educators |
| | | | | | | Demonstrate introductory knowledge, skills and understanding of concepts related to technology. a. Set up and manage an email account, send and receive email b. Create documents using a word processing software c. Use a search engine or directory for research d. Practice acceptable use according to college policies e. Review and submit assignments online |

Projects Required:

To be determined by instructor

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

MS Office 2000 or higher

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established

equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.