

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Education	Today's Date:	04/05/2011	
b.	Department/Division: Associate Dean for Academic and Student Services/ Office of Academic and Teacher Certification			
c.	Contact person name: Rose M. Boulay	Email: rose.boulay@uky.edu	Phone:	257-1229
d.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ : _____
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: EDU 200			
b.	Full Title: Foundations of Education: Becoming a Professional			
c.	Transcript Title (if full title is more than 40 characters): Found. of Edu.: Becoming a Professional			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	1 Lecture	_____ Laboratory ¹	_____ Recitation	.5 Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	.5 Seminar	_____ Studio	.5 Other – Please explain:	After-School Program Field Experience
f.	Identify a grading system:		<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
i.	Course Description for Bulletin:	This course serves as an introduction to the College of Education teaching programs. It exposes students to issues/topics associated with the world of teaching. Students will have the opportunity to explore the foundations of education, discuss the issues and trends in education which will impact their desire to become teachers and examine and highlight effective policies and practices for creating positive learning environments. In addition, students will be able to study themselves, school aged students, teachers, schools and classrooms as the foundations for becoming an educator. Most importantly, this course will help students develop the dispositions and habits necessary for the profession. Upon completion of this course, students will be better able to determine whether teaching is a good career choice for them.		

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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j.	Prerequisites, if any:	This course is open to students enrolled in the College of Education undergraduate programs and any undeclared and transferred students who want to explore the teaching field and/or want to become teachers. A minimum of ten (10) volunteer/community hours in an (Early Childhood, Elementary, Middle, or High School) afterschool program setting is required to complete this course.
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any:	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4.	Frequency of Course Offering.	
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain:	_____
6.	What enrollment (per section per semester) may reasonably be expected?	40 /section -- 2 sections/term
7.	Anticipated Student Demand.	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If YES, explain:	This course is designed to help students, regardless of major, to explore the teaching profession through observations, interviews, reading, writing, reflections and exposure to diverse groups within the community. As a result, students will have the knowledge and skill necessary to confirm or rethink their decision to pursue a career in teaching. In addition, With the implementation of General Education courses, undeclared students and students who are considering switching majors will have an option to take this course to fulfill elective hours while making inform decisions and narrowing down their career choice. In other words, the introduction/implementaion of this course will help the College increase its recruitment, retention and graduation rates.
8.	Check the category most applicable to this course:	
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s).	
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program:	_____

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10. Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)		
b.	<input checked="" type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.	

⁵ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

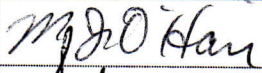
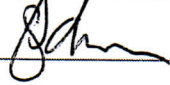
Course Prefix and Number: EDU 200

Proposal Contact Person Name: Rose M. Boulay Phone: 257-1229 Email: rose.boulay@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dean Mary Jo O'Hair		Mary J. O'Hair / 7-2813 / mjohair@uky.edu	
Dr. Gary Schroeder		Gary Schroeder / 7-8691 / gschr1@uky.edu	
C & C Committee		Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Education		Steve Parker / 7-5443 / spark01@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDU 200 (Two Sections): FALL 2011

Foundations of Education: Becoming a Professional

Class Time: Tuesdays and Thursdays, 2:00 p.m. – 2:50 p.m. **AND** 3:30 p.m. – 4:20 p.m.

Class Location: Taylor Education Building Room 108 **AND** Dickey Hall Room B57

Instructor

Name: Dr. Rose M. Boulay

Office: 128 Taylor Education Building

Phone: 859-257-1229

Email Address: rose.boulay@uky.edu

Office Hours: By Appointment Only

Peer Instructor Section 001

Name: Undergraduate Education Student (sophomore to senior status) preferably students interested in Masters of Initial Certification in Education

Phone:

Email Address:

Required Textbook and Readings

Powell, D. S. (2011). *Your Introduction to education: Explorations in teaching* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-13: 9780137083695 and SBN-10: 0137083696.

Supplemental Readings:

Paley, V.G. (1989). *White teacher*. Cambridge, MA: Harvard University Press

Schultz, B. D. (2008). *Spectacular things happen along the way: Lessons from an urban classroom*. New York: Teachers College.

Any other supplemental readings provided by instructor.

Course Description/ Learning Outcomes

This course serves as an introduction to the College of Education teaching programs. It exposes students to a variety of issues/topics associated with the world of teaching. Students will have the opportunity to explore the foundations of education, discuss the issues and trends in education which will impact their desire to become teachers and examine and highlight effective policies and practices for creating positive teaching and learning environments. Upon completion of this course, students will

- Have an overview of the College of Education, its program offerings and major

requirements.

- Become familiar with the professional qualities and expectations of a teacher.
- Become familiar with the different careers opportunities in the teaching profession.
- Understand the rewards and challenges which exist in the teaching field.
- Enhance their understanding of the complexities of students' and parents' lives in and out of the classroom.
- Have the opportunity to reflect on school-aged students, teachers, schools and classrooms as the foundations for becoming an educator.
- Be able to develop beginning ideas, knowledge, dispositions and habits necessary to reflect, promote and enrich all children's learning for the betterment of the profession.
- Be better able to determine whether teaching is a good career choice for them.
- Appreciate the various dimensions of the craft of teaching.
- Appreciate the value of their own culture and student diversity and their impact on schools and our ever-changing diverse society.
- Have a basic understanding of major legal issues confronting professional educators in their daily activities.
- Learn how reform, assessment and standards impact education. And
- Acquire professional knowledge to begin their journey into the world of teaching.

Pre-requisite: This course is open to students enrolled in the College of Education undergraduate programs and any undeclared and transferred students who want to explore the teaching field and/or want to become teachers. A minimum of ten (10) volunteer/community hours in an (Early Childhood, Elementary, Middle and or High School) afterschool program setting is required to complete this course.

Course Requirements

- This course will be taught in a lecture/discussion format. Attendance and participation in class and group activities are required.
- Students will complete and submit, as directed (electronically and/or hard copy), all assignments by designated dates and times.
- Students will complete a minimum of ten (10) hours of volunteer/community services in an (Early Childhood, Elementary, Middle and/or High School) afterschool program settings.
- Academic honesty is fundamental to the activities and principles of any university, and there are serious consequences for plagiarism and cheating. Students should familiarize themselves with the portion of UK's student code that addresses academic offenses, beginning with section 6.3.0 found at <http://www.uky.edu/StudentAffairs/Code/part2.html>.
- Any student with a disability who is taking this course and needs classroom or exam accommodations must first contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, or email Mr. Jake Karnes at jkarnes@uky.edu.

Course Rationale

Through reflection, research, learning and leading, the College of Education "prepares professionals for a variety of roles in educational settings and community agencies". This course

will enable students to explore the teaching profession through observations, interviews, reading, writing, reflections and exposure to diverse groups within the community. As a result, students will have the knowledge, skills and dispositions necessary to seek a career in teaching and work in diverse school settings. In addition, students will be exposed to a variety of societal issues to challenge their personal beliefs about teaching and learning and commit themselves to teach thus take a leading role in improving education in the commonwealth, the nation and the world.

Attendance, Reading and Participation

Students will have a moderate amount of reading each week. As future teachers, students are expected to read the assigned chapters and associated readings, attend class regularly, and actively participate in class discussion. Class participation is critical to the success of students, and it adds to the success of the course. Participation includes being prepared for class, involving oneself in class discussions and activities, assuming responsibility for one’s own learning and contributing to the learning of others.

Late Assignments Policy - Assignments turned in late without an acceptable excuse will receive no more than 50% credit based on completion, grammatical errors and so on.

Attendance Policy - Students are expected to attend **ALL** class sessions. Attending class is an important part of succeeding in any course, especially a seminar/discussion-based course like EDU 200. Perfect attendance includes coming to class on-time and remaining in class for the entire class period. Excused absences, as defined in Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/code>), are acceptable. Students are urged to contact the instructor by phone or email **prior to class** if they are unable to attend. **Excused absence proofs are required.** If students are absent, without an acceptable excuse, their overall percentage total will be **deducted by 5 points for each unexcused absence.**

Assignments	Percentages
Reading /Quizzes	20%
Field Experience Reflection	15%
Web Assignments	5%
Writing Assignments	30%
Public School Teacher Interview	
Educational Bibliography	
Educational Philosophy	
Examinations (3)	30
<hr style="width: 10%; margin-left: 0;"/> TOTAL	100%

Grading/Evaluation Scale

- A 90% and higher
- B 89 – 80%
- C 79 – 70%
- D 69 – 60%
- E 59% and below

Modes of Instruction

Lecture

Discussion

Blackboard

Guest Speaker and Media

Field Experience

Technology

As mentioned above the modes of instruction for this course include lectures, discussions, guest speakers and field experience. In addition, students will use blackboard to check weekly announcements, complete some assignments and submit written typed papers. It is therefore the responsibility of each student to stay up to date with daily course activities. In order to access blackboard and write papers, students must have access to a computer. Computer lab facilities can be found throughout campus with a few located in both Taylor Education Building and Dickey Hall. For assistance on how to use blackboard please contact the UK Help Desk at <http://www.uky.edu/UKIT/> or 257-1300. You may also contact the teaching and Academic Service Center at <http://www.uky.edu/TASC/DL/BBsupport.php>.

Extra Credit Possibility

Students will have opportunities to earn a total of 15 extra credit points (three points per event) to boost up their final course grade. Students will earn points by doing any the following:

- Attend workshops and professional development events sponsored by the Office of Academic Services and Teacher Certification, the Kentucky Education Association Student Program and the Minority Educators Association
- Attend College of Education student organization meetings/outreach programs
- Volunteer (for additional hours) with an after-school and/or community agency to work with children and learn more about the teaching profession.

Description of Assignments

Reading and Quizzes:

There will be weekly reading assignments that address the week's topic. Reading assignments will include chapter readings from the required textbook and other supplemental reading materials. It is the responsibility of each student to complete reading assignments prior to class time and prepare for quizzes. To ensure that materials are read regularly and in a timely fashion, quizzes will be unannounced and will cover information from readings and other course materials. There will be a total of five (5) quizzes throughout the semester.

Field Journal/Reflections:

One of the requirements to **complete and earn** a passing grade in this course is to complete a minimum of 10 clock hours of field experience. Students are encouraged to observe or work in an after-school program in Lexington and surrounding areas serving low-income and diverse

student population to earn hours. Once the hours are completed, students are required to create a written product to reflect on their experience: what they have learned, how they are impacted by the work, how and what they think they have contributed to the agency and its clientele, and whether or not they would participate in activities like these again in the future.

Note: Each student must complete a background check through the Fayette County Public School system in order for anyone to volunteer or work in the public school related organizations. More information on the background check and the field experience's placement will be provided during the first week of class.

Web Assignments:

The purpose of this assignment is to help students investigate and learn more about different professional matters associated with the teaching profession. Using the World Wide Web, student will investigate and learn more about the work of the Kentucky Education Department (KDE) and the Kentucky Education Professional Standard Board (EPSB). In addition, students will research K-12 trend data for Kentucky along with different career opportunities in teaching, teachers' subject area interests and school levels, shortage areas in Kentucky and beyond, employment opportunities, salary and benefits, voucher system, safety and discipline, diversity in schools, professional education organizations and criteria for membership, and much more. To help students narrow down their search, a list of suitable questions will be given in class. Answers to each question will be submitted via blackboard.

Writing Assignments:

Successful completion of this course also includes three major writing projects. Each student is required to write the following: 1) **Public School Teacher Interview:** What, why, whom, and how does my teacher teach? 2) **Educational Philosophy:** What are my beliefs about teaching and learning? 3) **Educational bibliography:** How have my experiences influenced my beliefs about teaching and my decision to begin or consider a career in teaching?

Public School Teacher Interview: The purpose of this paper is to help students understand and experience the teaching craft to develop a clear picture of the profession and confirm their decision to enter the teaching profession. Each student will interview one teacher and write a paper summarizing the interview and reflecting on fundamental questions about teaching, learning and the nature and type of schools. Students must choose a teacher related to their future program of study (e.g. if a student plans to become a secondary math teacher, then he/she should choose a secondary math teacher to interview, etc.). A list of suggested questions for the interview will be given in class. Note: This is not a question and answer type of paper. As an interviewer and future teacher, you should instead reflect on what you learned from interviewing the teacher. Did it meet your expectations? Were you surprised by anything? Did your opinion about teaching and learning change as a result of the interview?

Educational Philosophy: The purpose of this paper is to help students establish a clear statement of their beliefs and values, the relation of those beliefs and values to teaching and learning, and their vision for their future schools and community/classroom environments. Through readings, field observations, interviews, class participation and interaction with diverse groups, students will write and develop a paper which states a clear understanding of who they

are as individuals, what it means to teach in today's society, how they believe teachers can address student differences, what they need to know in order to teach all children and what it means to teach all children. Examples of belief statements will be distributed in class along with detailed instructions on how to complete this assignment.

Educational Bibliography: The purpose of this paper is to help students summarize and confirm the reasons why they choose or consider choosing a career in teaching. In this paper, students will first give an overview of themselves as individuals and their education backgrounds; second, students will describe special events and activities they have experienced and done throughout their education life cycle (including volunteer activities) which helped shape their views and attitudes about teaching, learning and schools. Third, students will describe how those experiences have helped or motivated them to enter the teaching profession. In other words, this paper is a way for you as students to examine how your experiences have impacted what you do as individuals and how others have contributed to who you are and who you continue to be.

Note: All essay papers must be typed, double spaced – two-page long using Times New Roman 12 point font with name, course number, instructor's name and assignment's title written at the top of the first page. All essays must be submitted electronically via blackboard using SafeAssign. The instructor will use this software to catch any major plagiarism in your paper. Students are strongly encouraged to proofread and cite information correctly using APA style. Essays will be evaluated on clarity and supporting ideas. Additionally, essays must be clearly written using Standard English and well organized. The University of Kentucky Writing Center staff is available for individual consultation for any students with writing concerns. To make an appointment or to find out more about the Writing Center and its services, please visit the center at <http://www.uky.edu/AS/English/wc/> or dial 859-257-1368.

Examinations

In addition to regular attendance participation, assigned readings and quizzes, reflection and a few writing pieces, there will be three exams. The first exam will cover chapters 7-11; the second exam will cover chapters 1-3 and chapter 6; and the third and final exam will cover chapters 4, 5 and 12. Each exam will be administered in class for the whole class period and will consist of true and false, multiple choice and objective questions derived from assigned readings from textbook and other materials, video clips and or presentations. Students are expected to take each exam as scheduled.

Class Schedule and Discussion Topics

Date	Topic	Book Chapter (s)
August 25	Course Overview	None
August 30	College of Education Overview	Chapter 7

September 1& 6	History of Education in the United States	Chapter 8
September 8 & 13	Philosophical Foundations of Education in the US	Chapter 9
September 15 & 20	Societal Context of Schooling in the US	Chapter 11
September 22 & 27	Governing and Financing US Public Schools Teacher Interview Paper due 9/27	Chapter 10
September 4 & 6	Ethical and Legal Issues in US Schools	
October 11	First Class Exam Covering Chapters 7-10	Chapter 1 & 2
October 13 & 18	Teachers, Schools, Students and Families	Chapter 3
October 20, 25, 27	Students Similarities and Differences	Chapter 6
November 1 & 3	Creating and Maintaining a Positive and Productive Learning Environment Educational Philosophy Paper due 11/3	
November 8	Second Class Exam Covering Chapters 1-3 & 6	Chapter 4
November 10	Inclusive Curriculum and Instruction	Chapter 5
November 15 & 17	Assessment, Standards, Accountability Senate Bill 1 Field Journal and Reflections due 11/17	Chapter 12
November 22- December 8	Growing Toward the Teaching Profession --Getting into a Teacher Education Program --Clinical Practices: Field Experience, Practicum, Student Teaching and Student Teaching Abroad --The Certification Process and Licensure Test Preparations --Getting your First Teaching Job (Resume, Portfolio, Interviews) --The Induction Process: The First Year, KTIP Educational Bibliography Paper Due 12/6 Web Assignment due 12/8	
December 13	Third and Final Class Exam Covering Chapters 4, 5, 12	