A. EDF 103 Introduction to Education (13698) – Fall 2002
   Department of Curriculum and Instruction
   One (1) Semester Credit hour. Satisfactory/Unsatisfactory Grading
   Room: Combs Grise Room, Day and Time: TR 12:30-1:45
   Instructor: M. Mark Wasicsko, Ph.D.
   Office: Combs 420
   Phone: 859-622-3515
   Email: coedean@eku.edu

B. COURSE DESCRIPTION:
   Introduction to Education. (1) An exploration of the professional qualities and expectations of a
   teacher/educator. Roles, responsibilities and challenges in the field of education will be reviewed. Five
   hours of field experiences in schools are required. For pre-education and non-education majors.

C. TEXTS: NONE

D. COURSE OBJECTIVES:
   Upon successful completion of this course, the student will be able to:
   1. Identify the qualities of and expectations for effective teaching & related educational services.
   2. Make reflective judgments about personal goals, interests and abilities as related to a career in
      Education.
   3. Demonstrate communications skills necessary for teacher/educators.
   4. Understand admission to teacher education requirements and procedures.
   5. Understand requirements for Kentucky Teacher Certification.
   6. Become aware of career opportunities in Education.
   7. Develop an awareness of the diverse and exceptional populations in schools.
   8. Effectively engage in using technology.
   9. Successfully complete educational field experiences.
   10. Decide whether a career in education is worth further exploration.

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

The Professional Education Programs at EKU are dedicated to preparing the highest quality educators and related
professionals for Kentucky and beyond. Our graduates integrate content, effective pedagogical skills, and
dispositions that foster life-long growth and learning. Being true to our heritage as a school of opportunity, EKU
provides a climate that supports, challenges, and enriches students aspiring to careers in a diverse society.

*Educators include teachers, administrators, school counselors, interpreters of the deaf, speech-language pathologists, library media specialists,
school psychologists and non-teaching Special Education service providers.
University Policy on Services for Individuals with Disabilities

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of the Turley House or by telephone at (859) 622-1500.

F. TOPICS & ACTIVITIES INCLUDE:
1. Electronic Communication
2. “Human Relations Incident”
3. Teacher Qualities
4. “What do I need to know to decide if I want to be a teacher?”
5. Roles and Rules of Classroom Observations
6. Role of Schooling in Society
7. Aims of Education
8. How are Public Schools Organized?
9. How is Teaching a Profession?
10. Who are Today’s Teachers?
11. Job Opportunities in Education
12. Education as a Career: Is it for You?

G. COURSE REQUIREMENTS/EVALUATION
To successfully complete this course, students will satisfactorily complete all assessment tasks, observations, and a final examination. All assignments in this class are “Satisfactory (S)/Unsatisfactory (U)” and may be resubmitted in a timely fashion until a grade of “S” is obtained.

H. ADDITIONAL REQUIREMENTS
Participate in class, laugh at the teacher’s jokes, be respectful of your neighbor’s rights and smile a lot (that will make people wonder what you are up to).

I. EVALUATION METHOD:
The evaluation consists of satisfactory performance on all requirements. Unsatisfactory assignments will be returned to students for modification until such time as they are satisfactory.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>REQUIREMENTS</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Update personal e-mail address on Blackboard and communicate using email.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>“Human Relations Incident” Writing Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>“My Favorite Teacher” Writing Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Field Experience Reflection #1 Short Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Field Experience Reflection #2 Short Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Field Experience Reflection #3 Short Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Field Experience Reflection #4 Short Response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Assignment #3 – Teacher Disposition Analysis
9. Field Experience Reflection #5 Short Response
10. Assignment #4 – “My Teaching Disposition” Reflection
11. Minimum of 70% on the Final Examination
12. Complete a personal growth project. Out of Class Project

**Grading System:** Satisfactory/Unsatisfactory

J. **STUDENT PROGRESS REPORT**
The instructor will provide students with continuous, web-based information (on Blackboard) regarding progress in the course.

K. **ATTENDANCE POLICY**
Absences equating 20% of class meetings (4 classes) could result in failing the course. The student is responsible for any material presented on days he/she is absent (hint: make sure you have a buddy in class to get you materials if you will be absent). Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

L. **LAST DAY TO DROP:** January 20, 2002

M. **UNIVERSITY WRITING REQUIREMENT:**
Baccalaureate degree students must take the exam in the first semester of enrollment after completing the 60th credit hour. Transfer students who transfer 60 credit hours or more must take the exam in the first semester of enrollment. Students failing to register for, take, and pass the UWR in the semester after they complete 60 credit hours will be subject to the enrollment limitations described in the undergraduate catalog.

N. **BIBLIOGRAPHY**
To be provided by instructor.

O. **PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION**
Common Elements of All Professional Education Course Syllabi

**FIELD EXPERIENCES:** Significant aspect of course: 5 hours of observation in public schools.

**METACOGNITION SKILLS:** Students will prepare reflective writings.

**COMMUNICATION SKILLS:** Communication skills will be displayed through speaking, writing, and class and field experience interactions.

**RESEARCH SKILLS/ INDEPENDENT LEARNING:** Students will be required to demonstrate research and independent learning skills specified by the instructor.

**PLANNING SKILLS:** Time management skills are needed in order to participate effectively in field experiences and independent learning activities.

**TECHNOLOGY:** All products/reports must be word-processed. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.

**PROFESSIONAL/SOCIAL SKILLS:** Students will interact with college instructors, peers, cooperating teachers, and children in schools.

**TEAMING/COLLABORATION:** Teaming and collaboration will be encouraged.

**CONTINUOUS AUTHENTIC ASSESSMENT:** Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment through the personal growth project.

**DIVERSITY:** Awareness of the diverse characteristics of students and the types of school climates will be an integral part of the course.
component of course and field experiences.

**INCLUSION/EXCEPTIONALITIES:** Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course and field experiences.

**PROFESSIONAL DEVELOPMENT PLAN:** Students will not initiate a professional development plan in this course.

**PROFESSIONAL PORTFOLIO:** Students will not initiate a professional portfolio in this course.


To teach, to learn, to help others teach and learn.