A. EASTERN KENTUCKY UNIVERSITY
Department of Curriculum and Instruction
EDF 203
School and Society
Three (3) Semester Credit Hours

B. COURSE DESCRIPTION: SCHOOLING AND SOCIETY.
Prerequisites: Score accepted by the Kentucky Education Professional Standards Board on one of the approved tests: ACT, PPST, SAT, GRE and completion of EDF 103 (with a satisfactory grade). An introduction to social and cultural influences on schools, the purposes of schooling, the governance, financing, and administration of schools, and the role of the individual as an educator. A minimum of 15 hours of field experience.

C. COURSE TEXT and Other Materials
Course will use Teaching to Proficiency and Beyond, (2000) from the Kentucky Department of Education which includes: Transformations: Kentucky’s Curriculum Framework and the Program of Studies, Frankfort, KY: Kentucky Department of Education. Information is accessible through the Kentucky Department of Education Web site and through the College of Education.


Course Hardware and/or Software
Internet ready computers
E-mail Accounts
Internet Explorer and Netscape Communicator web browsers
MS Word or similar word processing software
MS PowerPoint or similar multimedia presentation software
Blackboard

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

D. COURSE OBJECTIVES and Related Kentucky Department of Education New Teacher Standards for Preparation and Certification
Upon completion of this course students will have:
1. Demonstrated an understanding of Kentucky New Teacher Standards
2. Prepared an initial admission to teacher education portfolio consisting of a resume, professional development plan, a philosophy of education statement, and a reflection journal on a 15 hour mentoring project with an individual student and/ or small group of students.
   Teacher Standards: I(1,4,5,6,7,11); II(3,8); III(3,4,5,8,9,11,12,13,14,15); V(1, 2); VII(1,2): VIII(2,3,4); IX(3,6,10,11, 13)
3. Demonstrated a basic understanding of social and cultural influences on schools including student diversity and exceptionality.
   Teacher Standards: I(4,5,6,10); II(3);
4. Demonstrated possession of the basic concepts in public school governance, organization and administration; historical and philosophical foundations of the public school; KERA; and the employment prospects for an educator in the future.
   Teacher Standards: I(3,6,10)
5. Acquired a fundamental understanding of the duties and activities of an educator.
   Teacher Standards: I(1); III(9); V(1); VI(1,5)
6. Successfully completed a 15 hour mentoring project in a public school or community agency (with an individual student or small group of students.)
   Teacher Standards: I(1,2,3,4,5,6,10,11); II(1,2,3,4,5,6,7,8); III(1,2,3,4,5,9,12,13,15); IV(2,4,5); V(1,2); VI(1,2,3,4,5); VII(1,2,3); VIII(1,2,3,4,5); IX(3,6,11,14)
7. Demonstrated a basic understanding of the purposes of schooling in America.
   Teacher Standards: I(1,2)
8. Demonstrated a basic understanding of governance, finance, and administration of schools and school law.
Teacher Standards: I(1,2)

9. Demonstrated a basic understanding of the role of individuals as an educator and instructional planner for all students including students who are diverse learners due to race, culture, language, socioeconomic status and or disability.
   Teacher Standards: I(1,2,5,6,7); II(3); III(2,5,15); IV(2); V(1); VI(5); IX(3,8,9)

10. Demonstrated a basic understanding of EKU Professional/Dispositions Model for Effective Educators.
    Teacher Standards: I(6); II(1,2,3,4,6,7,8); III(1,2,7,9,14); IV(2); VI(4,5); VII(1,2); VIII(2,6); IX(10,16)

11. Demonstrated specific computer technology competencies including word processing, internet research, on-line discussion groups, and computer-generated presentations.
    Teacher Standards: IX(6)

E. PROFESSIONAL EDUCATION PROGRAM MODEL

![Professional Education Model](image)

EKU Professional Education Motto:
To teach, to learn, to help others teach and learn.

F. TOPICAL OUTLINE

Chapter 4: Teaching and Learning in Multicultural/Multilingual Schools
Chapter 5: Teaching Students with Special Needs and Students at Risk
Chapter 6: Community Resources for Students, Teachers, and Families
Chapter 7: Political and Economic Influences on American Education
Chapter 8: The Legal Basis for Education and School Law
Chapter 9: Historical Influences on Teaching and Learning in America
Chapter 10: Philosophies of Education and Teaching
Chapter 11: Technology and Learning
Chapter 12: Curriculum and Instruction
Curriculum in Kentucky and the Nation

G. COURSE REQUIREMENTS

1. Electronic teacher portfolio entries
   A. Electronic resume
   B. Philosophy of Education statement
   C. Professional Growth Plan
   D. Letter of Introduction
   E. Description and Reflection of Mentoring Project under Standard VI.
2. Completion of all components of the Electronic Portfolio
3. Two reflections on dispositions for teaching
4. One article review relevant to topics covered in class from Education Week on line.
5. Participation in class projects
6. Mentoring project including log of 15 direct contact hours signed by school or agency supervisor. Mentoring Project should be approved and initiated by February 4, 2002.
   Attendance and active participation in the mentoring project is mandatory for successful completion of the course.
7. Exams and Quizzes
8. Web-based activities
9. Participation in Speech and Hearing Screening conducted by the EKU Speech and Hearing Clinic.
10. Completion of Personal and Professional Fitness Form
11. Participation in class projects and assignments.
12. Attendance and active engagement in classroom experiences and all scheduled events.

H. ADDITIONAL REQUIREMENTS

None
I. ASSESSMENT METHODS
1. Electronic teacher education portfolio
   Professional Development Plan (25 points)
   Philosophy of Education Statement (25 points)
   Resume (25 points)
   Summary of Mentoring Project (25 points)
   Completion of the Electronic Portfolio (25 points)
2. Review 1 Article Education Week
3. In-class Activities
4. Mentoring Project (100 points)
5. Web Assignments
6. Exams and Quizzes
7. Hearing Screening
8. Reflections on Teacher Dispositions

Total Possible Points for the Class =

Grading System: (Meets new grading policy standards for 2001)
93% and above of points possible  A
92% to 90% of possible points  A-
89% to 87% of possible points  B+
86% to 84% of possible points  B
83% to 80% of possible points  B-
79% to 77% of possible points  C+
74% to 76% of possible points  C
73% to 70% of possible points  C-
69% to 67% of possible points  D+
66% to 64% of possible points  D-
63% to 60% of possible points  D
Less than 60% equals failure  F

In order to pass this course students must complete the 15 hours of mentoring and complete all the components of the teacher portfolio. These are mandatory assignments that all students must complete for acceptance into the teacher education program.

J. STUDENT PROGRESS REPORT
   Prior to the date for withdrawal from the course, the instructor will provide a written progress report indicating the status of the student at that time.

K. ATTENDANCE POLICY
   Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absences in order to be given opportunity to make up missed work. 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 THE COURSE
   January 20, 2002

M. UNIVERSITY WRITING REQUIREMENT (UWR)
   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.
O. PROFESSIONAL EDUCATION STRANDS:

The following strands, identified in the Professional Education Framework, are to be part of each professional education course. Please explain briefly, in the space provided, how each strand is developed through this course.

FIELD EXPERIENCES - Field experiences include a minimum of fifteen (15) hours of community and/or school-based mentoring hours. These experiences may include any one to one mentoring project within the public school setting or with approved community agencies. Student must receive instructor approval before making contact with agencies.

METACOGNITION SKILLS - Students are required to make reflective journal entries related to their mentoring experiences and complete (2) reflections on dispositions for teaching questions presented during the semester. Students will complete a professional growth plan as one component of their electronic portfolio.

COMMUNICATION SKILLS - Communication skills will include: a written mentoring project, critical review of an article, two disposition reflections, electronic teacher portfolio and course exams.

RESEARCH SKILLS/INDEPENDENT LEARNING - Evidence of research skills and independent learning is required in preparation of the article review, philosophy of education statement, and professional growth plan.

PLANNING SKILLS - Planning skills will be demonstrated by the completion of Mentoring Project portfolio.

TECHNOLOGY - Technology will be used to access information related to each class topic and assignments. Students will use appropriate technologies in completing each course requirement. Technology will be used to complete the Electronic Portfolio.

PROFESSIONAL/SOCIAL SKILLS – All assignments and projects in the course require students to use both professional and social skills.

TEAMING/COLLABORATION - Teaming and collaboration will be demonstrated as groups of students lead and participate in the class assignments. Students will also collaborate with outside community agencies in the completion of their Mentoring Project.

CONTINUOUS AUTHENTIC ASSESSMENT – Students’ work will be assessed both formally and informally throughout the course. Performance assessments will be modeled throughout the course by the instructor. Course evaluation method is strongly aligned with performance assessments, events, and activities. Scoring rubrics are developed for each course assignment.

DIVERSITY - Diversity will be addressed through course content. Diversity, multicultural, and equity issues are included as lecture topics within the course and will be present in Mentoring Projects and student reflections.

INCLUSION/EXCEPTIONALITIES - Inclusion and exceptionalities will be addressed through course content, especially in the context of diversity within the school and community and will be present in Mentoring Projects.

PROFESSIONAL DEVELOPMENT PLAN - Professional development plan will be explained in the context of the class and is a critical component of the electronic portfolio.

ADMISSION TO TEACHER EDUCATION ELECTRONIC PORTFOLIO - Includes a letter of introduction, resume, professional development plan, philosophy of education statement, a summary of a 15 hour mentoring project, and the completed mentoring log.

INSTRUCTIONAL TECHNOLOGY:
   - Blackboard Platform
   - Videotapes/Video Streamers
   - World Wide Web
   - Power Point
   - Digital Cameras

N. BIBLIOGRAPHY
   Attached at the end of the course syllabi
LIST OF TOPICS FOR LECTURES OR DISCUSSIONS:

To be provided by the instructor and posted on Blackboard.

SELECTED BIBLIOGRAPHY:


