**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# **GENERAL COURSE INFORMATION**

Course Number: EDUC 1128

Course Title: Foundations of Modern Education

Credit Hours: 3

Prerequisites: None

Division/Discipline: Academic Division/Education

Course Description: The course is designed to provide the student with the groundwork for entering the teaching profession. The course will address itself to the real issues in education and place the emphasis on where the action is and where it appears likely to be in education.

# **INSTRUCTOR INFORMATION**

# **COLLEGE POLICIES**

## Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

## Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

## The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

## Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

The course serves as an introduction to the field of education as it exists. It provides the student with the necessary background to make a knowledgeable decision as to whether they should enter the teaching profession. It traces the development of education from its beginnings in the U.S. and attempts to project them into the future.

The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. It is the student's responsibility to obtain relevant information from intended transfer institutions to ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program. <http://bartonccc.edu/transfer/schools>

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Differentiate the various educational philosophies that undergird educational practice.
2. Construct an articulated social and personal philosophy of education related to philosophical orientations and historical underpinnings.
3. Explain how educational philosophies influence the choice of curriculum and classroom instruction practices, including the utilization of technology in instruction.
4. Identify major historical events and persons who have influenced the progression and development of American education.
	1. Describe the origins of education including schooling in American from the 16th, 17th, and 18th century root.
	2. Identify major theorists who developed pioneering curricular or methodological innovation in education.
5. Recognize theories of learning and teaching practices ranging from direct instruction to project-based learning.
	1. Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs.
	2. Identify pedagogical circumstances in which various teaching approaches are most effective.
6. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform.
	1. Describe how education is governed, funded, and organized at the local, state and federal levels.
	2. List social problems faced by today’s students and identify appropriate teacher responses.
7. Gain knowledge of current educational issues related to law in the field.
	1. Explain professional and ethical responsibilities of teachers.
	2. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners.
8. Analyze the impact of recent research and selected trends upon the current and future practices of educators.
	1. Identify national, state, and local standards that guide curriculum decisions in public schools.
	2. Recognize characteristics of systematic reform.
	3. Describe how changes in the student population are leading to educational changes in the classroom and field of education.
9. Reflect on personal experiences within education and recognize their influence on perception of education.
	1. Examine characteristics of effective and ineffective schools and teachers.
	2. Develop a personal rationale for teaching.

# **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

# **COURSE OUTLINE**