I. TITLE: EDU 103 Issues and Practices of American Education

II. CATALOG DESCRIPTION: This course is designed to provide all students with an overview of the field of education. Included are topics related to motivation and learning theory, curriculum, school organization, and historical, socio-cultural, psychological and philosophical foundations of education. Although this is also an initial education course for students seeking teacher certification, all students will be able to apply what they have learned as parents and concerned citizens in their adult lives. Field observations required.

III. PURPOSE: The purpose of this course is to provide students with information about regulatory and legal aspects of public education, and the socio-cultural factors that affect the public school environment. Students will be exposed to an overview of the professional aspects of teaching, equal education opportunity in American schools, and the organization of educational programs. This course will provide students with:
   A. A broad knowledge base about public education.
   B. Limited observational experiences in the public schools.
   C. The opportunity to decide whether to pursue a teaching career.
   D. A foundation of knowledge and skills to continue their professional education.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky New Teacher Standards for Preparation and Certification (NTS). Upon successful completion of this class, students will be able to:
   A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching. (NTS #8)
   B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment. (NTS #7)
   C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential. (NTS #7)
   D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools. (NTS #5)
   E. become familiar with professional literature within education and reflect on the intersections between theory and practice. (NTS #7, 8)
F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy. (NTS #7, 8)) [This may be used as a possible working e-portfolio artifact.]

G. gain insights concerning KERA Initiatives, Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform. (NTS #7, 8)

H. create a working e-portfolio. (NTS #9)

I. examine classroom management strategies-CHAMPs. (NTS #2, 3)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on three sets of field based observations (video and on-site observation). Students will reflect upon the classroom setting, student characteristics, and teaching effectiveness for each of the three levels of classroom observations.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as: No Child Left Behind, Students with Learning Disabilities, Students at Risk, Instructional and Assistive Technology, Gifted and Talented, Behavior Disorders, Gender Issues in Education, and Cultural Diversity Issues in Education.

V. CONTENT OUTLINE:

A. Why Become a Teacher?
B. The Teaching Profession
C. Learner Diversity: Differences in Today’s Students
D. Changes in American Society: Their Influences on Today’s Schools
E. Education in the United States: Its Historical Roots
F. Educational Philosophy: The Intellectual Foundations of American Education
G. The Organization of American Schools
H. Governance and Finance: Regulating and Funding Schools
I. School Law: Ethical and Legal Influences on Teaching
J. The School Curriculum
K. Instruction in American Classrooms
L. Technology in American Schools
M. Developing as a Professional
N. CHAMPS

VI. INSTRUCTIONAL ACTIVITIES:

A. Students will complete daily assignments and participate in large and small group discussions and activities. Participation includes active listening, contributing to group discussions, and working on in-class activities.

B. Student-initiated activities include preparation for and participation in class lectures, discussions, and cooperative activities related to course goals and objectives, including:
   1. Reading assigned materials and identifying pertinent questions and concerns.
   2. Completing chapter assignments and reflective writing activities.
3. Participating in large and small group discussions, cooperative activities, and presentations.
4. Performing successfully on exams and written assignments.
5. Contributing to cooperative team activities.
6. Conducting research to learn more about the education profession.
7. Attending in-class and extra-class events and activities on a punctual and regular basis.
8. Participating in field experiences actively and with a positive attitude.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will complete a minimum of 12 clock hours of field-based experiences in this course. They will conduct two classroom observations at each level of schooling: elementary, middle, and secondary. MSU will make arrangements for the classroom visitations and transportation. Failure to complete any aspect of the field experiences will result in an incomplete or failing grade.

VIII. RESOURCES:
A. Waterfield Library at Murray State University
B. RACERtrak, ERIC, and the Internet
C. Self-selected books, articles, and activities
D. MSU Computer Centers
E. Media/Resource Center Alexander Hall 341
F. Public library
G. Kentucky Department of Education

IX. GRADING PROCEDURES:
Please note: Although activities and grading procedures may vary by instructor, the * items are required, and all sections must use the same scoring rubric.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Chapter Study Activities</td>
<td>10 pts. x 10</td>
<td>100</td>
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<tr>
<td>Chapter Quizzes</td>
<td>10 pts. x 10</td>
<td>100</td>
</tr>
<tr>
<td><em>Educational Philosophy</em>*</td>
<td>50 pts.</td>
<td>50</td>
</tr>
<tr>
<td>*Reflection Papers</td>
<td>35, 35, 55 pts.</td>
<td>160</td>
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<tr>
<td>Examinations</td>
<td>75 pts. x 2 exams</td>
<td>150</td>
</tr>
<tr>
<td>*Modern Teacher Leader ***</td>
<td>50 pts.</td>
<td>50</td>
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<tr>
<td>*Group Presentation</td>
<td>60 pts.</td>
<td>60</td>
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<tr>
<td>*Working e-Portfolio</td>
<td>20 pts.</td>
<td>20</td>
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<tr>
<td>Total Points</td>
<td></td>
<td>690</td>
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(**Artifact Requirement: Educational Philosophy-NTS #2)
(****CHAMPs Requirement)
*Specific Assignment Requirements for All Sections*

**Educational Philosophy (50 pts.):** Students will participate in authoring cycle activities to compose their educational philosophy. This will become part of their working e-portfolios. Students will submit a philosophy packet (prewriting conceptual map, drafts (1 & 2), final copy, and rubric). The final philosophy will be typed in size 12 regular font and double-spaced with one-inch margins. Philosophies are due on the specified date. Late or incomplete submissions will result in a 5-point deduction. The education philosophy will be posted on the student’s working portfolio under NTS #2. (NTS #2, 5/ Objectives E, F)

**Reflection Papers (35, 35, 35, and 55 pts.):** To develop reflective decision-making skills, students will reflect upon each of their three sets of field-based observations (video and on-site observation). Students will write one paper reflecting upon the classroom setting, student characteristics, and teaching effectiveness for each of the three levels of classroom observations (video and on-site visits for each): elementary, middle school, and high school. They will also write a summative paper comparing the three levels of classroom settings, student characteristics, and teaching effectiveness. Furthermore, students will reflect upon the impact field experiences have had upon their decision to teach. All papers will be typed in size 12 regular font and double-spaced with one-inch margins. Students will submit the typed reflection, observation forms, and rubric with each reflection paper. Reflection packets are due one week after the final observation takes place at each level. The summative reflection is due two weeks after the final high school observation. Late submissions will result in 4, 4, 4, and 6-point deductions. (NTS #5/Objectives C, D, G)

**Modern Teacher Leader Report (50 pts.):** Students will interview one modern teacher leader. Students will report about their interview experience. Information will include: CHAMPS information; demographic information about the teacher; the teacher leader’s personal/professional qualities, knowledge, and skills; and why this person should be considered a modern teacher leader. Reports will be typed using size 12 regular font and double-spaced with one-inch margins. Submission should include typed report, interview questions, notes, and rubric. Late submissions will result in a 5-point deduction. (NTS #7, 8/Objectives C, E, F)

**Group Presentation (60 pts.):** Students will be divided into cooperative teams. When possible, team planning time will be provided in class. Teams will research an educational topic and present the information to the class during the designated period. Presentations will be limited to 30 minutes. Presentation efforts and writing activities will be assessed using a presentation scoring rubric. (NTS #1, 3, 5-9 /Objectives A-C, E-G)

**Presentation Topics:**
- No Child Left Behind
- Year-Round Schooling
- Students with Learning Disabilities: Types and Accommodations
Presentation process (20 pts.)
- Team presentation plan: typed and due at least one class session in advance
  1. Heading: team name, members’ names, date, course, topic
  2. Objectives: what will the students learn?
  3. Materials: what resources will you need?
  4. Presentation: personal connection, order of events
  5. Closure: how will you wrap up the presentation?
  6. Each team member will submit one multiple-choice question and answer for the final exam.
- Team presentation
  1. Each person has a speaking role.
  2. Technology is used effectively.
  3. Information is presented in an interesting, creative way.
  4. Each team member MUST be dressed professionally—no jeans, flip flops, tennis shoes, etc.

Individual Research (20 pts.)
- Each person will conduct research on a subtopic associated with his/her team’s chosen topic using three or more sources of information. The course textbook may be used as a fourth source. Sources may include books, articles, websites, interviews, etc. Each team member should use different sources.
- Students will document their research by submitting highlighted photocopies of each source. They should cite their sources using APA guidelines and create an annotated bibliography (citation plus a descriptive paragraph). Instead of writing a formal report, students will type 1-2 pages of key facts gleaned from their research. These items should be bulleted or numbered. The individual research documentation, annotated bibliography, key facts, and rubric are due the date of the presentation. Late or incomplete submissions will result in a 6-point deduction.

Reflection paper (20 pts.)
- Each person will describe his/her contributions to the group process, the cooperative group’s dynamics, the most important thing learned about his/her research topic, and how the information can be applied in a future classroom. Reflections should be typed in size 12 regular font and double-spaced with one-inch margins. Reflection papers are due the date of the presentation. Late submissions will result in a 6-point deduction.
**Working E-Portfolio (20 pts.):** Students will design a working e-portfolio to house educational artifacts depicting their progress toward meeting the requirements for becoming admitted to the Teacher Education program and toward attaining proficiency in each of the nine Kentucky New Teacher Standards. Students will create their working e-portfolio with LiveText. Students will post their corrected Philosophy of Education under NTS #2. (NTS #1-9/Objectives C, F, G)

B. **Evaluation**
   Grades will be awarded for performance in accordance with the MSU scale. Students’ attendance will also be considered when calculating the final grade.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>E</td>
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X. **ATTENDANCE POLICY:**
   This course adheres to the attendance policy stated in the current MSU *Undergraduate Bulletin*.

XI. **ACADEMIC HONESTY POLICY:**
   This course adheres to the academic honesty policy stated in the current MSU *Undergraduate Bulletin*.

XII. **TEXT AND REFERENCES:**
   College LiveText-EDU Solutions Student Membership/CHAMPs

XIII. **PREREQUISITES:**
   None

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**
   Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. **FLAG SYSTEM/ CONTINUOUS ASSESSMENT:**
   Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to
Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

* All students must dress appropriately as per Teacher Education Services guidelines during field experiences!