Instructor
Educational Studies, Leadership & Counseling
Course: EDU 403
Murray State University
DEPARTMENT: ECE
COURSE NUMBER: EDU 403
CREDIT HOURS: 2
OFFICE HOURS:

I. TITLE: EDU 403 Structures and Foundation of Education

II. COURSE DESCRIPTION: A course designed to provide the undergraduate teacher education student with an in-depth study of the foundations of education. The course includes a major emphasis in the social, historical, legal, and philosophical foundations of education. Prerequisite: Admission to Teacher Education.

III. PURPOSE: The student will study the foundations of education and learn to conceptualize the purposes and consequences of education.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objective 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 the objective, and enclosed in parentheses is a reference to where the Kentucky Teacher Standards for Preparation and Certification (KTS) address that objective.

A. Upon successful completion of this class, students will be able to reflect in ways that will enhance their ability to evaluate specific teaching/learning situations and/or programs. (KTS #7)
B. Upon successful completion of this class, students will be able to incorporate a multicultural/global perspective into their teaching. (KTS #3)
C. Upon successful completion of this class, students will be better able to organize, express, and respond to information and ideas. (KTS #1)
D. Upon successful completion of this class, students will express greater self sufficiency, and creativity. (KTS #1)
E. Throughout this class and upon its successful completion, students will act as group members who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mindedness to other perspectives. (KTS #10)
The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on their role in the teaching process, the history of their profession, societal concerns relating to teaching, and relationship between law and professional practice.

**Education Professional Standards Board Themes:** In this class we will address issues relating to diversity and pay specific attention to the needs and concerns of exceptional children including the gifted and talented. We will also address issues relating to cultural and ethnic diversity, and the subject of reflective practice and self assessment.

V. **CONTENT OUTLINE:**

The topics listed below will be taught and assessed. [See "Conceptual Framework" handed out with Syllabus. The purpose of this course is to help you "demonstrate a mastery in the identified skills of ... (your) profession."]

A. The Philosophy of Education
B. The History of Education
C. Education and Society
D. Education and the Law

VI. **INSTRUCTIONAL ACTIVITIES:**

Lecture, question/answer, and class discussion. Handouts will be provided by the professor to direct topics for study and discussion. Students will read and study the required portions of text and will discuss and ask questions about the text.

VII. **FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:** NONE.

VIII. **RESOURCES:** Text, films, handouts, and lecture notes

IX. **GRADING PROCEDURES:**

Please note: Although activities and grading procedures may vary by instructor, the * items are required.

**Exams:** Two written exams will be given, one at midterm and the other exam at the conclusion of the course. Each exam is valued at 100 points. Information for the exams is taken from the class meetings, including lecture, question/answer, discussion, handouts, and from text, all the responsibility of the student.

**Evaluation:** Grades will be awarded from the numerical average score of the two exams according to the following percentages:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>E</td>
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</tbody>
</table>
Your final grade will be based on the two exams,* class attendance, class participation, your philosophical statement,* your book review and four comprehensive collaborative thematic assessments.*

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate Bulletin.

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

XII. TEXT AND REFERENCES:
See course website and other materials as assigned by the professor.

XIII. PREREQUISITE: Admission to Teacher Education.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access 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 demeanors, 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.