

K O W A N   C O L L E G E  
C U R R I C U L U M   C O M M I T T E E

(P)

PROPOSAL TITLE: New Course: Foundations of Education C801-103

UNDERGRADUATE       GRADUATE       CREDIT HOURS

SPONSOR(S): Co-Teach Program Committee

DEPARTMENT & TELEPHONE# Interdisciplinary / 4750

CHECK ONE:    COURSE       MINOR PROGRAM       CONCENTRATION       SPECIALIZATION  
 ACHIEVEMENT CERTIFICATE       CERTIFICATION PROGRAM       MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <u>C. L. Fuson</u> DEPT. CURRICULUM CHR.	SCC# <u>96-97-117</u> DATE RECEIVED: <u>3-12-97</u>	REVIEWED DATE: <u>4/1/97</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input checked="" type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS:
<input checked="" type="checkbox"/> REVIEWED/DATE: <u>3/6/97</u>  <u>C. L. Fuson</u> DEPT. CHR.	<u>Donald J. Gales</u> SENATE CURRICULUM CHR.	<u>Stephanie Day</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN)      COMMENTS:

RECOMMEND  
 NOT RECOMMEND  
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: 10/22/97

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 10/22/97

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 10/22/97

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 1-27-98       APPROVED       NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 1-28-98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: J. R. ...

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 10/24/98

APPROVED:  YES  NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS \_\_\_\_\_

FACULTY LOAD HOURS \_\_\_\_\_

EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) \_\_\_\_\_

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST *C. M. [Signature]*

*10/7/98*

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 11/17/98

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED \_\_\_\_\_

DATE/SIGNATURE OF REGISTRAR *Robert G. [Signature] 11/24/98*

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

*Transmittal 1/11/99*

## Course Proposal

### 1. Details

- a. Course Title: Foundations of Education
- b. Sponsor (s): Co-Teach Curriculum Committee: Sharon Bianco, Christy Faison, Cindi Hasit, Jay Kuder, Janet Moss, Margaret Tannenbaum
- c. Credit Hours - 2 S.H.
- d. Course Level: Freshman
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Learning Communities
- g. Suggested time and scale of implementation: Spring of 1998
- h. Adequacy of the present staff, resources, library facilities and holdings, space needs: All current resources are adequate or can be provided through currently existing mechanisms. Departments will have to be compensated to reassign faculty to teach this course.
- i. Short-term Evaluations - Not applicable

### 2. Rationale:

In this course students will continue their study of learning communities begun in Learning Communities by addressing potential problems and examining learning communities in operation with careful consideration of how pedagogy, curriculum, and classroom management interact to make them effective. Students will also receive an introduction to the historical, philosophical, political, economic, legal, and sociological foundations of education with an emphasis on the issues of diversity and equity.

### 3. Essence of the Course

#### a. Objectives

Students will :

- (1) Reflect on and evaluate the culture of our own learning community
- (2) Describe arenas in which learning communities operate and their interactive relationships
- (3) Describe and analyze the interaction between pedagogy, curriculum, and classroom management (curriculum enactment model)
- (4) Use various observation models to analyze effective teaching and learning
- (5) Describe how curriculum has historically reflected the goals of society
- (6) Describe and discuss how to use historical, philosophical, political, economic, legal, and sociological Foundations of Education to explain educational policy and practice
- (7) Begin to identify and analyze their own views on education
- (8) Discuss professional codes of ethics
- (9) Describe possible roles of the school in addressing social problems
- (10) Analyze the effects of diversity on learning
- (11) Use computer-based technologies to access information to enhance personal and professional productivity

#### b. Topical Outline

##### (1) Learning Communities

What are potential learning community problems and how are they solved?

What are the arenas in which learning communities operate?

- (a) Classroom
- (b) School
- (c) Community at large

(2) Pedagogy/Curriculum

How do pedagogy, curriculum, and classroom management interact to bring about effective learning communities?

What observation strategies and models have been developed?

What does one look for in analyzing effective teaching?

- (a) Classroom organization
- (b) Patterns of classroom interaction
- (c) Instructional methodology used and students' responses to instruction
- (d) Traffic patterns/teacher mobility
- (e) Global analysis

How has/does curriculum reflect the goals of society?

(3) Foundations of Education

What are the foundations of education and how are they used to analyze social and educational issues?

- (a) History
- (b) Philosophy
- (c) Political Science
- (d) Economics
- (e) Law
- (f) Sociology

What is your philosophy of education?

What are the codes of ethics of the teaching profession?

What is the role of the school as an institution in addressing today's social problems?

- (a) Diversity
- (b) Literacy
- (c) Equity

(4) Diversity and equity - What various forms of diversity have an impact on student learning?

Cultural

- (a) Ethnic
- (b) Racial
- (c) Linguistic
- (d) Religious

Academic

- (a) Learning styles
- (b) Intellectual differences
- (c) Special needs

(5) Laboratory/Field Experiences

School/community visitations

Learning community -building activities

Collaborative problem-solving

c. Evaluation and Grading of Students

Students will be evaluated through oral, written, and performance products such as classroom assignments, tests, and individual and collaborative projects. Students will also keep portfolios of their work, observations and reflections which will be used for evaluating students and the course. The portfolio entries for this course will be a philosophical inventory and completed teaching/learning observation analyses.

d. Course evaluations

The course will be evaluated through student evaluations, through systematic Co-Teach program evaluations, and by review of national accrediting agencies such as NCATE, IRA, and CEC.

e. Learning Outcomes Assessment

The portfolio entries for this course will be a philosophical inventory and completed teaching/learning observation analyses. The portfolio will be used for student and program assessment.

## **Catalog Description**

### **FOUNDATIONS OF EDUCATION**

**Prerequisite:** Learning Communities

In this course students will continue their study of learning communities begun in the Learning Communities course by addressing potential problems and examining learning communities in operation with careful consideration of how pedagogy, curriculum, and classroom management interact to make them effective. Students will also receive an introduction to the historical, philosophical, political, economic, legal, and sociological foundations of education with an emphasis on the issues of diversity and equity.