NEW COURSE FORM

1. General Information.
   a. Submitted by the College of: Education  Today’s Date: 03/07/2012
   b. Department/Division: Associate Dean for Academic and Student Services/ Office of Academic and Teacher Certification
   c. Contact person name: Rose M. Boulay  Email: rose.boulay@uky.edu  Phone: 257-1229
   d. Requested Effective Date: ☑️ Semester following approval  OR  ☐ Specific Term/Year

2. Designation and Description of Proposed Course.
   a. Prefix and Number: EDU 200
   b. Full Title: Foundations of Education: Becoming a Professional
   c. Transcript Title (if full title is more than 40 characters):
   d. To be Cross-Listed\(^2\) with (Prefix and Number):
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours\(^3\) for each meeting pattern type.

   x Lecture  _____ Laboratory\(^3\)  _____ Recitation  x Discussion  _____ Indep. Study

   _____ Clinical  _____ Colloquium  _____ Practicum  _____ Research  _____ Residency

   x Seminar  _____ Studio  _____ Other – Please explain: 

   f. Identify a grading system: ☑️ Letter (A, B, C, etc.)  ☐ Pass/Fail
   g. Number of credits: 3
   h. Is this course repeatable for additional credit?  YES ☐  NO ☑
      If YES:  Maximum number of credit hours: 
      If YES:  Will this course allow multiple registrations during the same semester?  YES ☐  NO ☑

   i. Course Description for Bulletin:
      This course serves as an introduction to public education, the nature of teaching in Kentucky and elsewhere, and educator preparation programs in the College of Education. It exposes students to a variety of issues/topics associated with the world of teaching. Students will have the opportunity to explore the foundations of education, become familiar with the issues and trends in education which will impact their desire to become teachers, and examine and highlight effective policies and practices for creating positive teaching and learning environments. This course is open to students enrolled in College of Education undergraduate programs and any freshman to senior status students outside the College who may be interested in exploring the teaching field and/or want to become teachers. Ten (10) hours of field experience are required to complete and receive a letter grade in this course. Five (5) of those ten hours must be in an

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\(^1\) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

\(^2\) The chair of the cross-listing department must sign off on the Signature Routing Log.

\(^3\) In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
**NEW COURSE FORM**

| **j. Prerequisites, if any:** | ______ |
| **k. Will this course also be offered through Distance Learning?** | YES[4] ☐ NO ☒ |
| **l. Supplementary teaching component, if any:** | ☒ Community-Based Experience ☐ Service Learning ☐ Both |

**3. Will this course be taught off campus?**  YES ☐ NO ☒

**4. Frequency of Course Offering.**

| **a. Course will be offered (check all that apply):** | ☒ Fall ☒ Spring ☐ Summer |
| **b. Will the course be offered every year?** | YES ☒ NO ☐ If NO, explain: ______ |

**5. Are facilities and personnel necessary for the proposed new course available?**  YES ☒ NO ☐  If NO, explain: ______

**6. What enrollment (per section per semester) may reasonably be expected?**  40/section -- 2 sections/term

**7. Anticipated Student Demand.**

| **a. Will this course serve students primarily within the degree program?** | YES [4] NO ☐ |
| **b. Will it be of interest to a significant number of students outside the degree pgm?** | YES ☒ NO ☐ |

**If YES, explain:**

This course is designed to help students, regardless of major, to explore the teaching profession through observations, interviews, reading, writing, reflections and exposure to diverse groups within the community. As a result, students will have the knowledge and skill necessary to confirm or rethink their decision to pursue a career in teaching. In addition, with the implementation of General Education courses, undeclared students and students who are considering switching majors will have an option to take this course to fulfill elective hours while making informed decisions and narrowing down their career choice. In other words, the introduction/implementation of this course will help the College increase its recruitment, retention and graduation rates.

**8. Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☐ Relatively New – Now Being Widely Established

☐ Not Yet Found in Many (or Any) Other Universities

**9. Course Relationship to Program(s).**

| **a. Is this course part of a proposed new program?** | YES ☐ NO ☒ |
| **If YES, name the proposed new program:** | ______ |

| **b. Will this course be a new requirement[5] for ANY program?** | YES ☐ NO ☒ |
| **If YES[5], list affected programs:** | ______ |

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[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Rev 8/09
### NEW COURSE FORM

#### 10. Information to be Placed on Syllabus.

<table>
<thead>
<tr>
<th></th>
<th>Is the course 400G or 500?</th>
<th>YES ☐</th>
<th>NO ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If YES, the <strong>differentiation for undergraduate and graduate students must be included</strong> in the information required in <strong>10.b</strong>. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <strong>SR 3.1.4</strong>.)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <strong>10.a</strong> above) are attached.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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5 In order to change a program, a program change form must also be submitted.
NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number:   EDU 200
Proposal Contact Person Name:  Rose M. Boulay  Phone: 257-1229  Email: rose.boulay@uky.edu

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Mary Jo O'Hair</td>
<td></td>
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<tr>
<td>Dr. Steve Parker</td>
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<td>Dr. Gary Schroeder</td>
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</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
<td></td>
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</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments:


   6 Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
EDU 200: Foundations of Education: Becoming a Professional Syllabus

“Research and Reflection for Learning and Leading”

Instructor: Dr. Rose M. Boulay
Office Location: 128 Taylor Education Building, Lexington, KY 40506-0001
Phone Number: 859-257-1229
Email: rose.boulay@uky.edu
Office Hours: Monday, Wednesday, and Friday: 1:00 p.m. to 2:30 p.m.

Technological Requirements: Computer with internet access or access to UK computer facilities.

For Technological assistance: Contact TASC at http://www.uky.edu/TASC or call 859.257.8272
Contact Information: Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints: Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor: Phone or e-mail at your convenience
Anticipated Response Time: 48 hours

Information on Distance Learning Library Service: http://www.uky.edu/Libraries/DLLS
DL Librarian: Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171
Long distance: 800.828.0439, option 6 or dllservice@email.uky.edu

DL Interlibrary Loan Service:
Face-to-Face Librarian: Brad Carrington, Education Librarian brad.carrington@uky.edu or 859.257.7977
Interlibrary Loan Service: http://libguides.uky.edu/educ

Course Description:
This course serves as an introduction to public education, the nature of teaching in Kentucky and elsewhere, and educator preparation programs in the College of Education. It exposes students to a variety of issues/topics associated with the world of teaching. Students will have the opportunity to explore the foundations of education, become familiar with the issues and trends in education which will impact their desire to become teachers, and examine and highlight effective policies and practices for creating positive teaching and learning environments. This course is open to students enrolled in College of Education undergraduate programs and any freshman to senior status students outside the College who may be interested in exploring the teaching field and/or want to become teachers. Ten (10) hours of field experience are required to complete and receive a letter grade in this course. Five (5) of those ten hours must be in an early childhood, elementary, middle and or high school setting environment. The other five hours must be in an afterschool program setting.
UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. Students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in education environments. Reflection will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and educational activities to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes:
1. Students will explore public school teaching and will learn to develop reflective statements about a possible career in teaching that utilize the language of career exploration and development.
2. Students will learn to describe characteristics of schools, i.e., preschool, elementary, middle and secondary schools, in terms of student characteristics, teacher-pupil relationships, diversity and school climate, personnel roles, and the structure and organization of schools as institutions.
3. Students will learn to describe the qualities of effective preschool, elementary, middle and secondary teachers using the language of “Characteristics of Highly Effective Teaching and Learning.” (http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/Characteristics+of+Highly+Effective.htm)
4. Students will explore and describe ways that technology can be used to enhance instruction in public school environments.
5. Students will gain knowledge and skill in describing how instruction can occur, i.e., direct instruction, inquiry learning, small group instruction, and how each can be used to meet the needs of different kinds of students.
6. Students will gain knowledge and understanding of teacher preparation in Kentucky and nationally in terms of the steps that are required to become a certified teacher.
7. Students will gain knowledge and understanding of Kentucky’s approach to public education as identified in “Unbridled Learning—Senate bill 1.” http://www.education.ky.gov/KDE/Administrative+Resources/Commissioner+of+Educaton/Unbridled+Learning/

Course Delivery
This proposed course is designed as a face-to-face course. Attendance and participation in class and group activities are required. Students will complete and submit assignments as directed. Blackboard will be used to submit written assignments, post daily announcements, and report grade. Exams and quizzes will be taken in class. All assignments must be submitted by
designated dates and times. Students will complete ten hours of field experience with five of those ten hours being in a classroom setting. The field experience component of this course must be completed in order to receive a final grade in this course. Students will receive an “I” until the hours are completed. The “I” will be changed to an “E” if the field experience is not completed within one academic year from the date this course was taken. Modes of Instruction will include: Lecture, Discussion, Guest Speaker, Media, and Field Experience.

Required Materials:


Any other supplemental readings provided by instructor.

Course Assignments Points
Four quizzes at ten points each 40
Field Journal/Reflection 50
Web Assignments/professional development 30
Three writing Assignments 130
Public School Teacher Interview (50 points) 150
Educational Bibliography (50 points)
Educational Biography (50 points)
Three exams at 50 points each

TOTAL 400

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Description of Assignments

Reading and Quizzes (40 points):
There will be weekly reading assignments that address the week’s topic. Reading assignments will include chapter readings from the required textbook and other supplemental reading materials. It is the responsibility of each student to complete reading assignments prior to class time and prepare for quizzes. To ensure that materials are read regularly and in a timely passion, quizzes will be unannounced and will cover information from readings and other assigned course materials. There will be a total of four (4) quizzes at 10 points each throughout the semester.
Examinations (150 points)
In addition to regular attendance, participation, assigned readings and quizzes, reflection and a few writing pieces, there will be three exams at fifty (50) points each. The first exam will cover chapters 7-11; the second exam will cover chapters 1-3 and chapter 6; and the third and final exam will cover chapters 4, 5 and 12. Each exam will be administered in class for the whole class period and will consist of true and false, multiple choice and objective questions derived from assigned readings from textbook and other materials, video clips and presentations. You are expected to take each exam as scheduled.

Field Journal/Reflections (50 points):
One of the requirements to complete and earn a passing grade in this course is to complete 10 clock hours of field experience. You are required to observe in both a school setting and an after-school program in Lexington and surrounding areas serving low-income and diverse student population to complete the hours. Note: A minimum of five hours is required in a school setting. You will have the opportunity to choose a school when completing the field experience placement online. During your visit, you are required to not only observe but also to work closely with the cooperating teacher to learn about the school and its constituents and accomplish the teacher’s tasks for the day. Once the hours are completed, you are required to create a written product (essay format) to reflect on your experience: 1) what have you learned? 2) Are you impacted by the classroom work and environment? 3) Did the experience change the way you think about teaching and learning, and your disposition? 4) How and what do you think you have contributed to the school/agency and its clientele? 5) And does this field experience strengthen or weaken your desire to become a teacher. The field experience paper must be submitted online via blackboard.

Note: A background check through the Fayette County Public School system is required in order for anyone to volunteer or work in the public school related organizations. More information on the background check and the field experience’s placement will be provided during the first week of class.

As mentioned above, the field experience component of this course must be completed in order to receive a final grade in this course. Students will receive an “I” until the hours are completed. The “I” will be changed to an “E” if the field experience is not completed within one year from the date this course was taken.

Web Assignments/Professional Development (30 points):
The purpose of this assignment is to help students investigate and learn more about different professional matters associated with the teaching profession. Using the World Wide Web, you will investigate and learn more about the work of the Kentucky Education Department (KDE) and the Kentucky Education Professional Standard Board (EPSB). In addition, you will research P-12 trend data for Kentucky along with different career opportunities in teaching and education, teachers’ subject area interests and school levels, shortage areas in Kentucky and beyond, employment opportunities with public and private schools, Teach for America, AmeriCorps, and other non-profit organizations, salary and benefits, voucher system, safety and discipline, professional education organizations and criteria for membership, and much more. To help you narrow down their search, a list of suitable questions will be given in class. In addition you will
- Attend two workshops and/or professional development events sponsored by the Office of Student Engagement, Equity and Diversity and any of the College of Education student organizations listed on the COE student organization webpage
- Attend two College of Education student organization meetings/outreach programs.

Writing Assignments:
Successful completion of this course also includes three major writing projects. Each student is required to write the following: 1) Public School Teacher Interview: What, why, whom, and how does my teacher teach? 2) Educational Bibliography: How do I become a lifelong learner and how do I build my own collection of teaching related resources? 3) Educational biography: Who I am? And how have my experiences influenced my beliefs about teaching and my decision to begin or consider a career in teaching?

Public School Teacher Interview (50 points): The purpose of this paper is to help students understand and experience the teaching craft to develop a clear picture of the profession and develop a personal concept of whether to seek entry to the teaching profession. Each student will interview one teacher and write a paper summarizing the interview and reflecting on fundamental questions about teaching, learning and the nature and type of schools. You must choose a teacher related to your future program of study and grade level (e.g. if a student plans to become a secondary math teacher, then he/she should choose a secondary math teacher to interview, etc.). A list of suggested questions for the interview will be given in class. Note: This is not a question and answer type of paper. As an interviewer and future teacher, you should instead summarize your interview and reflect on what you learned about the teaching profession from interviewing the teacher. Did it meet your expectations? Were you surprised by anything? Did your opinion about teaching and learning change as a result of the interview?

Educational Bibliography (50 points): The purpose of this assignment is to help students familiarize themselves with the teaching profession through research. Students will learn how to effectively find diverse literary texts about teaching and how to compile a list of books/articles to use in the classroom. Your task in this assignment is to produce an annotated bibliography that demonstrates your research knowledge about the teaching profession. In other words, you will compile a list of books, articles, and scholarly journals that you or others in the future will be able to use to know more about the teaching field, how teachers effectively teach students and how they help students reach their full potential. For each book, article, and journal, you will reference the source using APA style and write an entry of 4 to 6 sentences or 100 words maximum to summarize what you have read. You will share your annotations of the 25 self-selected texts with the rest of the class by submitting them to blackboard. Your annotated bibliography will include twenty-five grade appropriate entries with at least one entry covering the following topics: Teacher Satisfaction, 21st Century School Reform, Why teach?, Teacher’s Responsibilities, Student Development, Communication Techniques, Assessment Strategies, Diversity/Cultural Differences in the Classroom, Language Minority Students, Bullying, School safety, Dropouts, Teaching Styles, Teacher Shortage, Adapting Instruction, Classroom Motivation and Management, Technology in the Classroom, Teacher-Student Relationship, Parental Involvement, Qualities of Effective Teachers, School Climate, and more topics of your choice. A maximum of twenty-five entries is required.
**Educational Biography (50 points):** The purpose of this paper is to help students summarize and confirm the reasons why they choose or consider choosing a career in teaching. In this paper, you will first give an overview of yourself as an individual and your education backgrounds; second, you will describe special events and activities you have experienced and done throughout your education life cycle (including volunteer activities) which helped shape your views and attitudes about teaching, learning and schools. Third, you will describe how those experiences have helped or motivated you to enter the teaching profession. In other words, this paper is a way for you to examine how your experiences have impacted what you do as an individual and how others (including people, environments, and situations) have contributed to who you are and who you continue to be.

**Note:** All essay papers must be typed, double spaced – two to three pages long using Times New Roman 12 point font with name, course number, instructor’s name and assignment’s title written at the top of the first page. All essays must be submitted electronically via blackboard using SafeAssign. The instructor will use this software to catch any major plagiarism in students’ papers. Students are strongly encouraged to proofread and cite information correctly using APA style. Essays will be evaluated on clarity and supporting ideas. Additionally, essays must be clearly written and well organized (with introduction, body, and conclusion). The University of Kentucky Writing Center staff is available for individual consultation for any students with writing concerns. To make an appointment or to find out more about the Writing Center and its services, please visit http://wrd.as.uky.edu/writing-center

**Grading**
Grades will be assigned as follows:
A 90% and higher
B 89 – 80%
C 79 – 70%
D 69 – 60%
E 59% and below

**Final Exam Information**
Date, time, location, other information

**Mid-term Grade**
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

**Attendance Policy**
Students are expected to attend ALL class sessions. Attending class is an important part of succeeding in any course, especially a seminar/discussion-based course like EDU 200. Perfect attendance includes coming to class on-time and remaining in class for the entire class period. Excused absences, as defined in Student Rights and Responsibilities (http://www.uky.edu/StudentAffairs/code), are acceptable. Students are urged to contact the instructor by phone or email prior to class if they are unable to attend. Excused absence proofs are required. If students are absent, without an acceptable excuse, their overall point total will be deducted by 5 points for each unexcused absence.
Late Assignments
Assignments turned in late without an acceptable excuse will receive a zero. Students with a well documented excused absence must turn in their assignments within one business week (5 days) from the day they return to class. Otherwise, students will receive a zero.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability**
If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior Policies**
Students will have a moderate amount of reading each week. As future teachers, students are expected to read the assigned chapters and associated readings, attend class regularly, and actively participate in class discussion. Class participation is critical to the success of students, and it adds to the success of the course. Participation includes attending class regularly, being on time and prepared for class, involving oneself in class discussions and activities, assuming responsibility for one’s own learning and contributing to the learning of others, and submitting and completing assignments as directed and on time.

The College of education seeks to create an environment of mutual respect in all College of Education courses. The university’s code of Student Conduct defines disruptive conduct as “interference, coercion or disruption that impedes, impairs or disrupts university missions, processes or function or interferes with the rights of others.” Examples of Classroom Disruption include (but are not limited to):

- Working on or reading materials that are not related to the class
- Use of cell phone, including the text functions, during class
- Repeatedly leaving the classroom without authorization
- Insulting fellow students or the instructor

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and the Teacher Education Preparation program. Students are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Topics, Agenda, and Readings</th>
<th>Book Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Course Overview</td>
<td>None</td>
</tr>
<tr>
<td>Class 2</td>
<td>College of Education Overview</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Class 3</td>
<td>History of Education in the United States</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Class 4</td>
<td>Philosophical Foundations of Education in the US</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Class 5</td>
<td>Societal Context of Schooling in the US</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Class 6</td>
<td>Governing and Financing US Public Schools</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Class 7</td>
<td>Ethical and Legal Issues in US Schools</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Class 8</td>
<td>First Class Exam Covering Chapters 7-10</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Class 9</td>
<td>Teachers, Schools, Students and Families</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Class 10</td>
<td>Students Similarities and Differences</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Class 11</td>
<td>Creating and Maintaining a Positive and Productive Learning Environment</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Interview Paper due**

Class 12
Second Class Exam Covering Chapters 1-3 & 6
Chapter 4

**Educational Biography Paper due**

Class 13
Inclusive Curriculum and Instruction
Chapter 5

Class 14
Assessments, Standards, Accountability
Chapter 12
Senate Bill 1

**Field Journal/Reflection due**

Class 15
Growing Toward the Teaching Profession
--Getting into a Teacher Education Program
--Clinical Practices: Field Experience, Practicum, Student Teaching and Student Teaching Abroad
--The Certification Process and Licensure Test Preparations
--Getting your First Teaching Job (Resume, Portfolio, Interviews)
--The Induction Process: The First Year, KTIP

**Educational Bibliography Paper Due**

**Web Assignment due**

Class 16
Third and Final Class Exam Covering Chapters 4, 5, 12

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.