

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EPI 0020

COURSE TITLE: The Teaching Profession: Professional Foundations

PREREQUISITE(S): None

COREQUISITE(S): EPI 0940

CREDIT HOURS: 2

CONTACT HOURS/WEEK: 2 (30 contact hours of instruction per term)

CONTACT HOUR BREAKDOWN:

| | |
|---------------------|---|
| Lecture/Discussion: | 2 |
| Laboratory: | |
| Other _____: | |

FACULTY WORKLOAD POINTS: 2

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course provides the foundation for becoming a productive member of the teaching profession. The participants will gain understanding of the organization and administration of the public school, the laws governing teachers, the code of ethics, and the purpose of schools. This module develops a professional perspective and creates a sense of grounding in the profession of teaching.

SUGGESTED TEXT(S): *A Guide to Observation, Participation, and Reflection in the Classroom*, Reed and Bergman, McGraw-Hill

IMPLEMENTATION DATE: Fall Term, 2005 (20061)

REVIEW OR MODIFICATION DATE: Fall Term, 2008 (20091) - Outline Review 2007

| COURSE TOPICS | CONTACT HOURS <u>PER TOPIC</u> |
|-------------------------------------------|-----------------------------------|
| I. History | 4 |
| II. Philosophy | 4 |
| III. School Governance | 4 |
| IV. School Finance | 4 |
| V. School Law | 4 |
| VI. Ethics and Excellence | 4 |
| VII. Purpose of Schools | 3 |
| VIII. Continuing Professional Development | 3 |



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

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| Section 1 | |
| COURSE PREFIX AND NUMBER: <u>EPI 0020</u> | SEMESTER CREDIT HOURS: <u>2</u> |
| COURSE TITLE: <u>The Teaching Profession: Professional Foundations</u> | |

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other _____
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communication Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4
INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

| Section 5 | | METHOD OF ASSESSMENT |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | LEARNING OUTCOMES | |
| • | 1.0 What is the History of American Education? 1.1 Themes in American Education 1.2 Elementary Education 1.3 Secondary Education 1.4 Private Education 1.5 Education of Minorities | Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome |
| • | 2.0 What are the Philosophical Foundations of American Education? 2.1 What is Philosophy? 2.2 The Terrain of Philosophy 2.3 Schools of Educational Philosophy 2.4 The Influence of Psychological Theories 2.5 Your Philosophy of Education | Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome |
| • | 3.0 How are Schools Governed, Influenced and Financed? 3.1 Who Legally Governs Public Education? 3.2 Who Influences American Public Education? 3.3 How are Schools Financed? | Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome |
| • | 4.0 What are the Ethical and Legal Issues Facing Teachers? 4.1 The Ethics of Teaching 4.2 The Teacher and the Law 4.3 Lifestyle and the Teacher 4.4 Law, Religion, and the School 4.5 Students and the Law | Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome |

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| • | <p>5.0 What Can the New Teacher Expect? 5.1 The School Milieu: The Shock of the Familiar 5.2 Administrators: Mixed Bag and Many Hats 5.3 Peers: A Mixed Blessing 5.4 Instruction: So Much to Learn 5.5 Students: Friends or Fiends? 5.6 Parents: Natural Allies with Different Agendas 5.7 Surviving the First Year of Teaching 5.8 Pursuing Educational Excellence</p> | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |
| • | <p>6.0 What is a School and What is it for? 6.1 Education and Schooling 6.2 Four Basic Purposes of School 6.3 Models of Schools 6.4 Schools as Cultures 6.5 Schools as Transmitters or Re-Creators of Culture 6.6 What do Studies Reveal about the Nature of Schools? 6.7 What is a Good School? 6.8 The Unfinished Work of Schools</p> | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |
| • | <p>7.0 What Makes a Teacher Effective? 7.1 Framework for Professional Practice 7.2 The Teacher as a Reflective Decision Maker 7.3 Aspects of Reflective Decision Making 7.4 What Attitudes Does the Effective Teacher Possess? 7.5 What Subject-Matter Knowledge Does the Effective Teacher Need? 7.6 What Theoretical Knowledge Does the Effective Teacher Need? 7.7 Personal Practical Knowledge 7.8 What Teaching Skills are Required of an Effective Teacher</p> | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |
| • | <p>8.0 Continuous Professional Growth and Improvement 8.1 Professional Journals 8.2 Professional Organizations 8.3 Learning Communities</p> | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |
| • | | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |
| • | | <p>Paper and pencil tests, program portfolio, writing assignments, classroom discussions, teacher observation of student participation in classroom projects related to outcome</p> |

Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean of Education