

Common Course Outline
EDTR 101
Foundations of Education
3 Credits

Community College of Baltimore County

Description

EDTR 101 – 3 credits – Foundations of Education surveys the concepts essential to the development of the prospective teacher. Topics to be examined include the profile of the teaching profession, historical foundations and perspectives impacting contemporary education and education reform, diversity, equity, learning differences, research-based instructional practice, professionalism and ethical responsibility, legal perspectives on education, and becoming a teacher in a challenging world. Through course assignments students are involved actively in developing the oral, written and technological skills required in the profession. Additionally, students develop the necessary attitudes and disposition of successful educators.

3 Credits

Prerequisites: ACLT 052 or ACLT 053

Overall Course Objectives

Upon completion of this course students will be able to:

1. compare and contrast the roles, responsibilities, and characteristics of highly effective teachers with one's personal interests, abilities, dispositions, and traits in order to assess one's readiness for entering the profession;
2. differentiate instruction so that there are equitable outcomes for diverse learners;
3. analyze the historical foundations and perspectives of American public education in order to develop an understanding of the challenges confronting current educational practices and reform;
4. evaluate the major tenets of the teacher-centered and student-centered educational philosophies in order to develop a personal philosophy of education;
5. investigate standards, curriculum, assessment, and instruction and their interrelationships in order to use them appropriately in developing effective learning experiences for students;
6. apply the research-based characteristics of effective instruction in order to critique instruction in authentic contexts;
7. explain and give specific examples of the relationship among the U.S. Constitution, State law, and local policy in ensuring the availability of public schools for all children and protecting both students' and teachers' rights and responsibilities;

8. demonstrate legal, ethical, and research-based practices for appropriately integrating technology into teaching roles and responsibilities;
9. apply the tenets of the teacher code of ethics in order to resolve ethical issues that may arise during teacher preparation and in future professional practice; and
10. demonstrate effective professional written and oral communication with a variety of audiences, e.g. superiors, peers, students, and parents.

Major Topics

- I. Profile of the teaching profession
- II. Characteristics of highly effective teachers
- III. Student differences and diversity
- IV. Historical foundations of education
- V. Philosophical foundations of education
- VI. Teacher code of ethics
- VII. Schools and society
- VIII. Standards, assessment, and accountability
- IX. Curriculum models
- X. Instructional approaches
- XI. Characteristics of effective instruction
- XII. Legal aspects of education
- XIII. School reform

Course Requirements

Grading procedures will be determined by the individual faculty member but will include the following:

Grading:

- Teacher Candidate Dispositions Assessment
- Professional Resume
- Minimum of Two Exams
- Philosophy of Education Statement
- Small and/or Large Group Discussion

Written Assignments: The individual faculty member will determine additional specific writing assignments. Students are required to utilize appropriate academic resources.