University of Arkansas - Fort Smith
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General Syllabus

EDUC 2783 Introduction to Educational Foundations

Credit Hours: 3   Lecture Hours: 3   Laboratory Hours: 0

Effective Catalog : 2023-2024

I.   Course Information

A.   Catalog Description
Provides a historical and social perspective of education as well as an overview of the teaching profession in areas such as ethics, professionalism, policy, school law, school systems, individualized learning, and discipline specific pedagogy. This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

B.   Additional Information
This course serves as the entry level course for those students interested in teaching and education as a profession. It is designed to provide the student with the history of education, its evolution to modern times, and the positive and negative aspects of the teaching profession. The Conceptual Framework derives from, "The UAFS School of Education's mission is to ensure every teacher candidate is "Day One Ready" so all learners achieve their greatest potential." The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson's Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT). This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

II.   Student Learning Outcomes

A. Subject Matter –
Upon successful completion of this course, the student will be able to:

1. Define the requirements of the UAFS education program and begin to develop an awareness of the knowledge base that supports current practice in teaching.
2. Explore various school settings from a social and historical perspective.
3. Identify the qualities and dispositions of effective teachers.
4. Describe the nature of US schools and the diverse population of students and issues they face.
5. Interpret the realities of the profession of teaching from a historical, social, cultural, and legal perspective.
6. Define the characteristics of children and their developmental patterns.
7. Develop skills in personal-professional reflective inquiry.
8. Commit to teach or pursue some other suitable career choice.
9. Define the laws and ethics that affect education.
10. Describe the basics of blended learning in traditional and online classrooms.

B. University Learning Outcomes (ULO)
This course enhances student abilities in the following areas:

Ethical Decision Making
Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives
Students will reflect upon cultural differences and demonstrate understanding or application of K8 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

III. Major Course Topics

A. The roles and responsibilities of professional educators so that an informed career choice can be made.
B. Content knowledge of the history of education, school structures, educational philosophies, social and political factors that impact schools, diversity of students, teaching models, basic lesson planning, etc.
C. Standards based education (InTASC, CCSS, etc.)
D. Role of an effective teacher in planning, instruction, classroom management and Assessment in traditional and online environments.
E. The impact of diversity, social justice and poverty on learning and teaching.
F. The role of an effective teacher in planning, instruction, classroom management and assessment.
G. The undergraduate requirements for teacher education majors.

H. Knowledge of students, teachers, and curriculum in traditional and online classrooms.
I. Construction of classroom projects to demonstrate planning, assessment, classroom teaching strategies and management.
J. Technology and the internet as educational tools.
K.   Law and ethics related to education.
L. Utilization of resources in the field (ERIC, internet, etc.).
M. Embracing the role of "Facilitator of Learning."