Foundations of Education: Course Title Change Proposal

This proposal is submitted with the intention to change the name of EDFS 201: Introduction to Education to EDFS 201: Foundations of Education. This name change more accurately reflects the current learning objectives, content, and assignments already structured and integrated into the course. A Foundations of Education course maintains the rigorous background established in current syllabi while aligning the curriculum with other institutions of national visibility and reputation.

A move to the Foundations of Education directly complements the current EDFS 201: Introduction to Education course, which contains course goals that identify historical, philosophical, sociological, and anthropological understandings as a foundation for analyzing contemporary trends, issues, and topics in the field of education. Moreover, the course introduces students to effective teaching methods, teacher competencies, dispositions, and standards connected to the College, State of South Carolina, and NCATE credentials. A Foundations of Education course maintains the integrity of this course description and meets the same standards, but it semantically aligns our curriculum with that offered in colleges throughout the region, including William and Mary, Wofford, Furman, and the University of North Carolina-Greensboro. The move also reflects foundations programs in the larger research universities such as the University of Virginia, the University of Florida, the University of South Carolina, the University of Michigan, the University of Illinois and other major universities across the country. As many of the current faculty who teach EDFS 201 earned their degrees at these institutions, the name change also reflects the research interests and academic background of current faculty who teach the course.

Adopting a change to the Foundations of Education, moreover, dispels common misperceptions among students majoring in education and even faculty not affiliated with the School of Education, Health, and Human Performance. Preconceived notions of an “introduction” course discriminate against the actual content and methods associated with this course, which include disciplinary analysis, rigorous assignments, and the foundations for effective work as an educator and researcher in the field. A Foundations of Education course encourages the continued improvement of the course because it invites disciplinary analysis. Finally, changing the course to the Foundations of Education opens future opportunity to revise the curriculum in a disciplinary and analytical way to improve the introductory quality of this course.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Jon Hale Email: halejn@cofc.edu Phone: 3-6354

Department or Program Name: Department of Teacher Education School name: Education, Health, and Human Performance

Course Prefix, Number, and Title: EDFS 201: Introduction to Education

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2012

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

The Introduction to Education is a prerequisite to all other education courses and may be taken by students who hold the class rank of sophomore or above. While this course is primarily designed for those who are preparing to teach, it is open to all College of Charleston students who are interested in exploring the complexity of a public school system, particularly an urban one.

Will this course be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ Yes ☒ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours 3
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

A survey of the American public school system with an emphasis on the history and philosophy of education, current trends and issues in the field of education, the organization and governance of schools, and the requirements of teaching as a profession.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This name change more accurately reflects the current learning objectives, content, and assignments already structured and integrated into the course. The name change aligns the curriculum with other institutions of national visibility and reputation, including the College of William and Mary, Wofford, Furman, the University of North Carolina, and the University of Virginia. Moreover, the name change more accurately matches the Ph.D. and academic training of professors who currently teach EDFS 201.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<tr>
<td>1. Students will examine the history of American education and connect this history to contemporary issues and trends.</td>
<td>This outcome is measured through analytic writing assignments (primarily responses to readings) and two written exams throughout the semester; students should be able to be proficient in understanding general historical eras of the nineteenth and twentieth centuries and their connection to contemporary issues such as re-segregation, inequity, and multiculturalism in a diversifying democracy.</td>
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<tr>
<td>2. Students will demonstrate an understanding of major, overarching educational philosophies and apply this to their own teaching philosophy.</td>
<td>This outcome is measured through analytic writing assignments (primarily responses to readings) and a teaching philosophy statement due at the end of the semester; students are expected to demonstrate proficiency in elaborating a thesis and supporting its major points with research.</td>
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<tr>
<td>3. Students will identify contemporary American</td>
<td>This outcome is measured through analytic writing</td>
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</tbody>
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4. Students will analyze prominent multicultural educational concepts/ideas and apply them to their teaching philosophies and professional teaching development.

This outcome is measured through analytic writing assignments (primarily responses to readings) and a lesson plan developed in the student’s academic content area. Students are expected to master the concept of writing and assessing learning objectives emphasizing multicultural concepts.

5. Students will learn the processes and requirements for a teaching certificate/license in South Carolina and demonstrate positive dispositions for teaching.

This outcome is measured through the departmental disposition form, which measures teacher competencies; students are expected to satisfactorily meet all dispositions.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The actual content of the course is not being changed; it therefore maintains the curricular integrity of the existing course. This course is already aligned with student learning outcomes for education majors because it is structured as the first in a series of learning experiences for those who have chosen or are exploring education as their major and profession. This is a prerequisite to all other education courses and may be taken by students who hold the class rank of sophomore or above. At the end of the course, students are evaluated three times through external review on a series of skills and dispositions that are aligned with state and national standards. These evaluations and a grade of “C” or better are required for admission into the Teacher Education program. This course introduces students to a variety of content, which will later be reinforced and elaborated upon in any of their upper-level Education courses.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

There is no impact on existing courses or programs.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

There are no new costs or savings associated with this proposal.
IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   Meta Van Arker  Date: 2-10-12

2. Signature of Academic Dean:
   
   James C. Weeks  Date: 2/21/12

3. Signature of Provost:
   
   Lyrene E. McIlwraith  Date: 3/8/12

4. Signature of Curriculum Committee Chair:
   
   Date: ______________________

5. Signature of Faculty Senate Secretary:
   
   Date: ______________________

   Date Approved by Faculty Senate: ______________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.