School of Education Mission Statement

Educators prepared in the graduate school at USCS are well-versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction theory and practice, and the research-based, sociocultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical practices.

SEDL 780

SEMINAR IN ELEMENTARY EDUCATION

I. Descriptive Information:

A. Course Number and Title: SEDL 780 Seminar in Elementary Education

B. Catalog Description: Students will synthesize their graduate studies for a master's degree in elementary education.

C. Course Credit: 3 hours graduate credit

D. Prerequisite: 30 semester hours of credit earned as specified on the Master's Degree Program of study)

E. Intended Audience: Graduate students in Elementary Education

F. Instructor: Dr. Charles Love
II. Goals and Objectives:

Goals

A. To review basic content from the Master's Degree Program and assist students in formulating a concept of effective schooling at the elementary level.

B. To build confidence and self-esteem through knowledge and skill acquisition in order to produce professional educators as leaders.

Objectives

1. Analyze a major foundation work in education and tell how the work is applied in education today.
2. Analyze and justify a major premise(s) of curriculum construction.
3. Deduce how a curriculum principle may be made operational.
4. Demonstrate knowledge of literature and research in elementary education, e.g. foundations, organization, curriculum.
5. Identify consequences of curriculum change.
6. Identify major figures in education and their specific influence on the elementary curriculum.
7. Identify the content areas commonly found in the elementary school including traditional and contemporary programs and trends in each of the content areas.
8. Provide examples of how public education has reacted to demands placed on it.
9. Rationalize a personal philosophy of education.
10. Specify and support criteria that the educator may use to direct curriculum decisions. Describe responsibilities of an educational leader in the context of various institutions and agencies.
11. Portfolio Review.

III. Required Texts and Readings:

A. There is no specific textbook for this course.
B. Journals, professional periodicals that contain information pertaining to topics discussed in class.
C. Textbooks, books that have been used in methods, curriculum, growth and Development, and other courses.
D. Handouts
IV. Academic Course Requirements

A. Persons in Education

Each student will be responsible for at least one detailed report on a well known educator. Names will be provided to eliminate duplicates.

1. Written Report (handout)
   - personal information
   - professional information
   - publications (at least three)

2. Oral Report - Distribute the written handout - Summarize the information on the handout and provide any other insights.

B. Terms, Projects, Programs

Each student will be responsible for the language of education. There are many terms and programs or plans that are part of the profession. A list of many of these words and phrases will be used as a beginning point.

1. Students will assist in developing a written definition or explanation to be distributed as a handout.

2. An oral definition and explanation may be expected.

C. Personal Philosophy

Each student will write a personal philosophy of education. This will be completed in two phases. First, a draft copy and second a final copy. The final copy will be submitted to the instructor for comments.

The basic areas that may be included in the philosophy are: (no order is intended)
   - classroom organization - classroom management - teaching theory
   - child development theory - learning theory - discipline - adding procedures - testing and assessment

As the philosophy is developed it is normal to include the source of ones thoughts. It is appropriate to include names, theories, or other sources in the written document. However, one must not assume that a name used in the philosophy comes with it an understood position or belief.
D. Learning Theories

Small groups or individuals will research and create a handout and conduct a discussion on one of the basic theories of learning. Consideration for Piaget, Skinner, Gagne, Kurt Lewin, Carl Rogers, William Purky.

E. Content Areas

Small groups will research and create a handout and provide an oral report on one of the segments of the elementary school curriculum.

The report should contain a brief history, a description of current practices, and projections for the future. Personalities have and that are currently active in the specific area should be included.

Issues and Concerns in School Curriculum

Awareness and Interpretation of Research in Education

VIII. Mode of Instruction:

Lecture - discussion

Tape recordings, video materials

Role playing, group activities