

EDUC503

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Course Summary

Course : EDUC503 **Title :** The Professional Educator

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is intended to provide individuals with the knowledge and skills needed to succeed in the Master of Education program. Students will explore what it means to develop as a professional educator and how this impacts teaching and learning. The course examines the significance of various educational theories, historical developments, philosophies, pedagogical approaches, basic research designs, and educational paradigms. Students will discover how different social, emotional, physical, and ethical issues impact various aspects of K-12 classrooms, and other instructional settings. Effective use of technology as a tool in educational situations will be emphasized, as well as how educational research can alter classroom practice.

Course Scope:

This course will lay the foundation for the entire degree program, providing familiarity with on-line learning and an understanding of the requirements for being successful in the APUS program. Students will analyze the concept of “the professional educator,” what that implies, and how one develops an advanced level of professional competency and expertise. Students will interact with their instructors, other practicing teachers, and educational professionals to discuss and gain a better understanding of various issues that cross positions such as K-12 teachers, instructional leaders, and those in other professional educational settings.

Objectives

Upon successful completion of this course, candidates will be able to:

1. Apply the on-line platform for effective communication and learning. (WVPTS: 2D, 4A, 4B, 4D); (ISTE/NETS.T: 2A); (NCATE: 1, 2, 3)
2. Apply the APUS on-line library for research and information. (WVPTS: 1A, 4A, 4B, 4C, 4D); (ISTE/NETS.T: 5A); (NCATE: 1, 2)
3. Analyze the various research techniques used in K-12 education, with a special emphasis on Action Research. (WVPTS: 3E, 4D, 5B, 5G, 5H, 5I); (ISTE/NETS.T: 5B); (NCATE: 1, 2)
4. Apply effective use of media and technology for writing, learning, teaching, and professional development. (WVPTS: 3A, 3F, 4C, 5G, 5H); (ISTE/NETS.T: 5D); (NCATE: 1, 2)
5. Evaluate the various past and present issues, ideas, and trends that shape educational environments

- today. (WVPTS: 2A, 3F, 4A, 4C, 5H); (ISTE/NETS.T: 2B); (NCATE: 1, 2, 4)
- Analyze one's classroom experiences as it relates to the formation of an educational philosophy and student achievement. (WVPTS: 1A, 1B, 1C, 1D, 1E, 2A, 2C, 3C, 3D, 3F, 4A, 4C, 5G); (ISTE/NETS.T: 1A); (NCATE: 1, 2, 4)
 - Create a vision for growth as a professional educator who creates and sustains active learning environments. (WVPTS: 1A, 3D, 4A, 4C, 4D, 5F, 5G); (ISTE/NETS.T: 5A) (NCATE: 1, 2, 4)
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Outline

Week 1:

Objectives

- Explore the APUS online library.
- Demonstrate an understanding of APA format.
- Describe their motivation and goals as an educator.

Reading

- Palmer - Chapters 1-4

Assignment(s)

- Goals as an Educator
- Quiz One

Forum(s)

- Introductions
- Forum 1: APUS Library Tour

Week 2:

Objectives

- Explore the diverse needs of students.
- Describe how learning styles impact students.
- Identify how your own learning styles and experiences impact your teaching.

Reading

- Palmer - Chapter 5-7
- SoE Student Handbook

Assignment(s)

- Community Profile: Section One

Forum(s)

- Forum 2: Learning Style
- Forum 3: Pedro Noguera Video

Week 3:

Objectives

1. Explore the meaning and importance of ethics in education.
2. Identify some of the important legal cases and the impact on education.
3. Discuss how ethics and legal issues impact their students and classrooms.

Reading

- Cornell Legal Information Institute's list of Major educational cases: http://www.law.cornell.edu/supct/cases/topics/tog_education.html
- NCLB: www.ed.gov/nclb/landing.jhtml
- Ethics: <http://www.nea.org/home/30442.htm>

Assignment(s)

- Ethics and Case Studies

Forum(s)

- Forum 4: Student's Rights and Responsibilities

Week 4:

Objectives

1. Describe the main elements of Action Research.
2. Identify how Action Research can be used in an educational environment.
3. Explore how they may integrate Action Research in a school or classroom.

Reading

- Mills - Action research: A guide for the teacher researcher

Assignment(s)

- Presentation *OR* Action Research

Forum(s)

- Forum 5: Research in Education
- Forum 6: Midterm Reflection

Week 5:

Objectives

1. Describe important historical events and how they have impacted the classroom.
2. Explore the meaning of the most influential educational philosophies.
3. Identify how important history and philosophy are in their own schools and classrooms.

Reading

- Educating Esme

Assignment(s)

- Section Two of Community Profile

Forum(s)

- Forum 7: Interactive Game Map
- Forum 8: Philosophy of Education

Week 6:

Objectives

1. Discuss the individual experiences of new and experienced teachers and how these impact our view of the profession.
2. Explore the educational communities we work/reside in and how those characteristics impact the classroom.

Reading

- Conclude "Educating Esme" reading

Assignment(s)

- Part Three of Community Profile

Forum(s)

- Forum 9: Educating Esme Book Response

Week 7:

Objectives

1. Explain the impact of the document "A Nation at Risk."
2. Describe how this document compares to our perception of the present state of education.
3. Develop personal perspective on education.

Reading

- A Nation Accountable

Assignment(s)

- Educator Essay or Presentation

Forum(s)

- Forum 10: Accountability Revisited

Week 8:

Objectives

1. Describe the impact and direction of NCLB/Common Core.
2. Explore their communities and develop a "Community Profile."
3. Reflect on the course and provide feedback/suggestions.

Reading

- www2.ed.gov/nclb/overview/intro/factsheet.html

- www.corestandards.org/

Assignment(s)

- School-Community Profile

Forum(s)

- Forum 11: Where Are We?
 - Forum 12: Final Reflection
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Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Required Text for this degree program:

Candidates are expected to adhere to APA style throughout the program. *The Publication Manual of the American Psychological Association* (6th ed.) should be purchased and used in all courses.

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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