

**UMBC UGC Change in Existing Course: EDUC 310 Inquiry into Education**

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Proposed Effective Date: Fall 2017

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COURSE INFORMATION: (please provide all information in the “current” column, and only the information changing in the “proposed” column)

change		current	Proposed
x	Course Number(s)	EDUC 310 and EDUC 310L	EDUC 310
x	Formal Title	Inquiry into Education and Inquiry into Education Field Experience	Inquiry into Education
x	Transcript Title (≤30c)	Inquiry into Education and Inquiry into Educ Field	Inquiry into Education
x	Recommended Course Preparation	none	PSYC 100 or at least one social sciences course
	Prerequisite  NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a “D” or better.		
x	# of Credits  Must adhere to the UMBC Credit Hour Policy	2	3
	Repeatable?	Yes No	Yes No
	Max. Total Credits		Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
	Grading Method(s)	Reg (A-F) Audit Pass-Fail	Reg (A-F) Audit Pass-Fail

#### CURRENT CATALOG DESCRIPTION:

This course introduces reflective practice as a foundation for the study of teaching and learning. Inquiry as a way of learning about schools, as well as about self as teacher and learner, will be explored through reflection on students' experiences with children and schooling. The macro- and micro-sociocultural contexts of education across diverse settings will be examined. Students will draw upon anthropological and sociological research methods to study the dynamics of classrooms, schools and communities. Field experiences are required in this course.

Course ID: 53457

Consent: Department Consent Required

Components: Lecture and Field Experience

Must be taken with EDUC 310L

PROPOSED CATALOG DESCRIPTION (no longer than 75 words): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

This course examines educational policies and the roles of school in society. Issues that impact students, teachers, schools, families, and communities are explored through a variety of perspectives, including historical, philosophical, social, legal, psychological, and ethical. Critical reflection about issues of equity and social justice is emphasized. Course content is examined through field experiences, personal reflection, class discussions, lesson presentations, course readings, and research. The course requires a 15-hour field experience at an assigned school.

Prior to Fall 2017, this course was EDUC 310 and EDUC 310L.

#### RATIONALE FOR CHANGE:

The course has gone through an evolution since the current catalog description was written. The proposed description more accurately reflects the purpose and scope of the course. There is a 15 hours clinical field experience associated with the course.

Several years ago, a former associate chair implemented a decision to split EDUC 310 into EDUC 310 for 2 credits and EDUC 310L. Although this bifurcation solved the problem of scheduling the field experience (clinical) of the course separately from course meetings, it created problems because students sometimes did not register for both parts of the course. It also disconnected the field experience and the course grade. We respectfully request that the course be returned to its original 3-credit status so that the field experience and class experience are reintegrated. The course and the field experience have been structured to meet the course credit policies.

#### Common Learning Outcomes:

1. Explain current issues impacting public schools and society.
2. Identify how a student's learning and well-being can be influenced by communities, families, and schools.
3. Analyze the purposes and implications of legislation and policies on the U.S. education system.
4. Identify educational pioneers and theorists who influenced the development of our educational system.

5. Describe how a variety of teaching strategies can be used to address the needs of students in schools and in other settings.
6. Analyze the dispositions that are necessary for careers in education.
7. Describe the roles of various education professionals.
8. Apply pedagogical practices to design, deliver, and critique lessons.
9. Clarify interpretations and conclusions of field experiences in schools through reflection and discussion.