

# Syllabus

## EDUC1110

### Introduction to Professional Education

2015

#### Committee Members:

Doug Kluth, Central Community College  
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#### Facilitator

Date Reviewed:

1/23/15

*Jody Tomarek*

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**NCCA Council of Chief Academic Officers Chair**

Date Approved:

3-20-15

## I. CATALOG DESCRIPTION

Course Number: EDUC1110  
Course Title: Introduction to Professional Education

Course Description: An overview of education in the United States viewed in terms of history, philosophy, finance and governance. Encourages critical thought regarding the role of education in our multicultural society, the role of the teacher, and educational practices in schools. The course is designed to help students explore education as a prospective career.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

## II. COURSE OBJECTIVES

The course will:

1. Examine the components and implications of professional education related to an ever-changing, diverse society.
2. Present issues related to philosophy of education.
3. Develop student awareness of the influence of issues related to the history of education.
4. Acquaint students with the governance and financial aspects of public education.
5. Explore legal and ethical issues facing teachers and education.
6. Develop self-awareness in relationship to teacher dispositions, responsibilities, and career opportunities.
7. Explore emerging trends in curriculum and analysis of their effects on education.

## III. STUDENT LEARNING OUTCOMES:

Student will be able to:

### **For Objective 1 (INTASC #3 and 7):**

- 1(a). Discuss the impact of the driving social forces on education today and in the past.
- 1(b). Internalize the impact of diversity in the United States today and its effect on education.
- 1(c). Identify the impact of national and international influences on the curriculum in schools today and in the future.

### **For Objective 2 (INTASC #4, 5, 6, 7, 8):**

- 2(a). Identify the major elements of each of the identified schools of philosophy.
- 2(b). Describe how each school of philosophy is reflected in the historic evolution of schools.
- 2(c). Analyze reasons for the emergence of the various schools of philosophy.

- 2(d). Identify how each school of philosophy influences the teacher's role.
- 2(e). Describe how different schools of philosophy alter assessment of learning.
- 2(f). Assess how a philosophy of education may influence curriculum design, teaching strategies, the mission of the school and its goals, objectives, and performance standards.
- 2(g) Explain how educational technology has changed teaching and altered the preparation of teachers.

**For Objective 3 (INTASC #9):**

- 3(a). Describe how the major events of a given time period influence the education process of that period.
- 3(b). Demonstrate how historical events relate to the issues facing education today.
- 3(c). Describe how the events and reoccurring educational themes shaping his/her life today are reflections of previous historic periods.
- 3(d). Identify how the teacher's role was influenced by the historic period.

**For Objective 4 (INTASC #10 ):**

- 4(a). Distinguish between the local, state, and federal role in public education.
- 4(b). Summarize the key sources of funding for public schools.

**For Objective 5 (INTASC #9 and 10 ):**

- 5(a). Analyze ethical and legal issues in education by examining concepts such as justice, dignity, rights and responsibilities.
- 5(b). Identify how ethical and legal issues relate to social forces and historical periods.
- 5(c). Describe the freedom and personal responsibility he/she has as a moral agent.
- 5(d). Describe the need for a professional code of ethics and show how these relate to published codes of ethics.

**For Objective 6 (INTASC #1):**

- 6(a). Examine the role demographics play in determining teacher supply and demand.
- 6(b). Evaluate personal attributes in relation to careers in education.
- 6(c). Recognize the value of the professional responsibilities of a teacher.

**For Objective 7 (INTASC #1, 2, 3):**

- 7(a). Distinguish between subject and student-centered curriculum.
- 7(b). Identify curriculum development efforts and influences at national, state, and local levels.
- 7(c). Identify and analyze characteristics and effects of several instructional approaches.

#### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Student Diversity
- B. Philosophical Foundations of U.S. Education
- C. History of U.S. Education
- D. Governance, Finance and other influences on U.S. Education
- E. Ethical and Legal Issues in Education
- F. Teacher Effectiveness
- G. Job Options in Education
- H. Educational Reform

#### **V. INSTRUCTIONAL MATERIALS**

- A. Suggested Texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Ryan and Cooper (Cengage Publishing). Current Edition. *Those Who Can, Teach.*

Tozer, Violas and Senese (McGraw-Hill). Current Edition. *School and Society: Historical and Contemporary Perspectives.*

Parkay (Pearson). Current Edition. *Becoming a Teacher.*

- B. Supplemental handouts, slides, videos, etc. – supplied by instructor.

#### **VI. METHODS OF PRESENTATION/INSTRUCTION**

- A. Methods of presentation traditionally include a combination of the following:
  - 1. Technology Enhanced Lecture
  - 2. Large and Small Group Classroom Discussions
  - 3. Peer Response Groups
  - 4. Interactive Group Activities
  - 5. Journaling
  - 6. Conferencing
  - 7. Computer Aided Instruction
  - 8. Audio Visual Materials
  - 9. Presentations by Experts from the Educational Field

## **VII. METHODS OF EVALUATION**

- A. Methods of evaluation, although determined by the individual instructor, traditionally includes a combination of the following:
  - 1. Attendance and Participation
  - 2. Daily Assignments
  - 3. Written Exams and/or Quizzes
  - 4. Performance and Observational Assessment
  - 5. Revisions
  - 6. Final Drafts
  - 7. Portfolios
  
- B. Instructors will distribute and discuss evaluation and grading policies with their students at the beginning/during the term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

- A. It is important for students to check requirements at the transfer institution they plan to attend.
  
- B. Other requirements as determined by instructor/college.