COURSE OUTLINE

Course Number: 109

Course Title: Introduction to Education

Credits: 3  Hours: 3  Co- or Pre-requisite: none

Catalog description:
Introduction to American education and the teaching/learning process for future educators. Topics include history and philosophy of education, curriculum, teaching strategies, school law, diversity, technology and recent trends. Students are involved in creative activities and research and analysis of current literature. This course requires 25 hours of field observation in an educational setting.


Revision date: 8/2017 Course coordinator: T. Capra, caprat@mccc.edu, 609-570-3854

Course Competencies/Goals: The student will be able to:

- Identify the main educational perspectives, theories, legislation, laws, and ethical and financial considerations.
- Identify the history of American education.
- Explain the historical and social components of education with emphasis on the American school.
- Apply various perspectives and theories to practical situations.
- Develop an educational philosophy.
- Evaluate contemporary issues surrounding education.
- Evaluate various educational settings and apply course content.
- Demonstrate appropriate use and applications of pedagogical practices.
Course-specific General Education Knowledge Goals and Core Skills.

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
Units of study in detail

Unit I  Introduction to school function, choice, and purpose

Identify the purpose and function of the school system in American society. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Identify society’s expectations and demands for public schools and evaluate the effect of these demands. (Course Competencies: 1, 2, 3, Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Evaluate various waves of school reform spurred by societal pressure. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Compare and contrast various facets of school choice including charter, magnet, virtual, and home. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify Milton Friedman and school competition.  (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Evaluate the feasibility and impact of school vouchers in a contemporary context (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Compare and contrast the Common Core Standards initiative with other school reform efforts over the past 30 years.

Unit II  History of American Education and Multi-Culture

Identify the Puritans and colonial America. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Evaluate the colonial influence on American education; connect examples to modern school systems (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F).

Identify key colonial figures who assisting in the formation of American schools (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Evaluate the influence of Horace Mann. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Identify the movements that led to the creation of free elementary, middle, and secondary schools. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F)

Trace the growth of public education through the 20th century. (Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Evaluate the impact of pivotal events in the history of American education such as Sputnik, Brown vs. Board of Education, and Nation at Risk. (Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)
Identify key figures in education that have molded 20th century school development.
(Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Define and explain the concept of multi-culturalism. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify James Banks; evaluate the existence of a multi-cultural curriculum.
(Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit III  Curriculum & Legislation (No Child Left Behind, Common Core, Every Child)

Identify the Elementary and Secondary Education Act. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Evaluate the impact of the Elementary and Secondary Education; understand school reform efforts in the context of civil rights. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Analyze and evaluate No Child Left Behind, including its background. (Course Competencies: 1, 2, 3, 4, Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify the Obama’s Administration Every Student Succeeds Act; compare and contrast with No Child Left Behind, including its background. (Course Competencies: 1, 2, 3, 4, Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Evaluate the various aspects of the legislation in relation to student achievement, accountability, and improvement of teaching and learning. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Discuss how public schools are becoming increasingly affected by the federal government. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify and evaluate the Common Core from all stakeholder perspectives. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit IV  School Finance and Budget

Explain how public schools are funded. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Trace the history and evolution of the funding system. (Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Evaluate issues surrounding public school funding, including equity. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify and assess the impact of reform efforts in school finance. (Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)
Compare and contrast the role of the state and federal government in terms of school funding. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify and explain the role and relevancy of Abbott vs. Burke. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Evaluate the impact of federal and state involvement in school funding. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Discuss current and unresolved issues concerning school finance; connect its impact to the classroom. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit V  Philosophy of Education

Identify various philosophies of education: essentialism, perennialism, existentialism, social-reconstructionism, and progressivism. (Course Competencies: 1, 2, 3 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Evaluate each philosophy in the context of classroom practices. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Assess the value and relevance of each philosophy in regard to the current public school system. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify the influence of Western philosophy on American education. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify overlapping viewpoints regarding pedagogy and practice. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Create a personal education philosophy supported by research. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit VI  Effective Teaching

Identify the universal principles of good teaching. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Identify instructional strategies that support said principles. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F, G)

Apply instructional strategies to hypothetical situations. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Discuss the elements of classroom management. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify and discuss differentiated instruction. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)
Evaluate various pedagogical practices including problem-based learning, cooperative learning, mastery learning, and direct teaching. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Discuss the origins, impact, recent changes, and contention of tenure. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify the growth and development cycle of a teacher. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Create an age appropriate lesson plan (p-12) that includes curriculum standards, learning objectives tied to assessments, technology, differentiated instruction, and critical-thinking. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit VII  
**Bloom’s Taxonomy**

Identify Benjamin Bloom. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Identify the levels of questioning and knowing in Bloom’s Taxonomy. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Evaluate the levels as it relates to classroom practice. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Identify the elements of good questioning including wait time. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Apply the levels of Bloom’s Taxonomy to classroom lessons and content. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit VIII  
**Howard Gardner**

Identify Howard Gardner. (Course Competencies: 1, 2 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Discuss Gardner’s theory of multiple intelligences. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

Evaluate the applicability of Gardner’s theory to classroom practice. (Course Competencies: 1, 2, 3, 4, 5 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Identify various levels of learning, including a brief description of special needs. (Course Competencies: 1, 2, 3, 4, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Apply Gardner’s levels to lesson planning and classroom practice. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit IX  
**Lesson Planning**

Identify the elements of a lesson plan. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)
Define the elements of a lesson plan in the context of an actual plan. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Evaluate various lesson plans for effectiveness. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Trace a lesson plan in action. (Course Competencies: 1,2,3,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Define the Common Core Standards. (Course Competencies: 1,2,3,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Discuss and evaluate ways to create engaging, differentiated, meaningful, and effective teaching activities. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Create and demonstrate a lesson plan. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Incorporate the Common Core Standards into a written lesson plan. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit X  Special Needs, Inclusion, and Diversity

Define inclusion, mainstreaming, and full inclusion. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Identify special needs that may exist in an inclusion classroom. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Identify the history and evolution of pertinent legislation related to special needs. (Course Competencies: 1,2,3,4, Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Evaluate the impact of such legislation on classroom life. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Discuss the role of diversity in public education. (Course Competencies: 1,2,3, Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Evaluate the role of a classroom teacher in relation to diversity and accommodations. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit XI  School Law

Identify federal legislation that influences school law. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)

Identify significant court decisions that have transformed the nature of school law. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)
Discuss the role of the state and local municipalities in relation to implementation of school law. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Discuss the intersection, and sometimes collision, of civil rights, personal responsibility, and law in a public school system. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Evaluate the role of a teacher, student, administrator, and parent in the context of school law and classroom practice. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Apply various laws, issues, concepts, and precedents to scenarios based on school law. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Discuss legal and moral issues surrounding character education. (Course Competencies: 1,2, 3 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Discuss the history, role, and significance of religion in public schools; evaluate its import in contemporary society and in classroom culture. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

**Unit XII Preparations for a teaching career**

Identify various levels of certification. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Discuss various elements of the profession that directly influence the quality, enjoyment, perception, and challenges of the job. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

Identify strategies, challenges, and potential for employment. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Discuss the importance and role of professional development. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Analyze the teaching profession with a global perspective and future mindset. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

**Evaluation of student learning:**

Instructors will have some discretion in determining the format and content of required work; however, written and verbal assignments in any education course are designed to help students develop the General Education skills listed above. Instructors should emphasize these goals in their assignments and assessments.

All sections of Introduction to Education require a service learning component. Students are expected to observe for 25 hours in an educational setting (i.e. early childhood, elementary, middle, high, alternative, or special services, etc.) Instructors should verify this experience with...
signature sheets and assess students’ performance with reflective journals (sample forms, assignments, and procedures will be furnished upon request).

For the intents and purposes of this course, a variety of assessments, particularly written ones, should be included and given significant consideration. Below are the parameters within which instructors may operate:

**Reading Assignments**: Textbook and supplementary articles/readings

**Evaluation of weblinks, videos, and other relevant sources**: students should be provided opportunities to evaluate and assess various sources of information related to the course. Instructor based assessments in this area may include class discussions as well as other options. Students should also be encouraged to develop strong technology skills.

**Lesson Plan**: Students should be provided with an opportunity to plan and demonstrate a basic lesson plan for a grade, level, and topic of their choice. A department template is available.

**Exams and Quizzes**: Written essays and multiple-choice: Midterm and Final.

**Writing/Research Based Assignment**: Students are expected to demonstrate minimum writing and research skills. It is recommended that students complete a philosophy of education statement. Through this written assessment, students are encouraged to develop and demonstrate information literacy as well as begin the development of a philosophy statement.

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<th>Component</th>
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<tr>
<td>Class work, projects, discussions</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Philosophy Statement &amp; Lesson</td>
<td>25%</td>
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<td>Service Learning</td>
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**Academic Integrity Statement**: Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website ([http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).