

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Social Science
Revision Date: 07-01-24

I. CATALOG DESCRIPTION

Course Number: EDUC1110

Course Title: Introduction to Professional Education

Prerequisite(s): None

Catalog 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 ever-changing diverse 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

Class Hours: 45

Lab Hours: 0

Total Contact Hours: 45

II. COURSE OBJECTIVES. *Course will:*

- A. Introduce the components and implications of professional education related to an ever-changing, diverse society.
- B. Investigate issues related to philosophies and pedagogies of education.
- C. Develop student awareness of the influence of issues related to the history of education.
- D. Introduce students to the governance and financial aspects of K-12 education.
- E. Explore legal and ethical issues facing teachers and education.
- F. Develop self-awareness in relationship to teacher dispositions, responsibilities, and career opportunities.
- G. Explore emerging trends in curriculum and instructional methodologies by analyzing their effects on education.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

A. Student Learning Outcomes: *Student will be able to:*

- 1. Explain the components and implications of professional education related to an ever-changing, diverse society.
- 2. Describe the influence of philosophies of education on current educational practice.
- 3. Draft a personal philosophy of education.
- 4. Demonstrate an awareness of issues related to the history of education and how recurring themes influence the educational process.
- 5. Identify current local, state, and national governance and financial structures affecting K-12 education.
- 6. Describe legal and ethical issues facing teachers and education.
- 7. Demonstrate awareness of teacher dispositions, responsibilities, and career opportunities.
- 8. Explain emerging trends in curriculum and instructional methodologies and their effects on education.

B. General Education Learning Outcomes

- 1. GELO #3: Critical Thinking & Problem Solving
Outcome: Evaluate ideas presented in writing, medial, speech, or artistic presentations.

Outcome: Acquire and integrate knowledge and construct relationships across disciplines.

2. GELO #4: Global Awareness and Citizenship

Outcome: Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and /or environmental issues.

Outcome: Function effectively in multicultural settings.

Outcome: Identify and evaluate different theoretical or philosophical perspectives and their relevance to ethical decision-making.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- 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. Required Texts:
 - 1. Ryan, Cooper, Bolick. *Those Who Can, Teach (without MindTap)*, 15th ed., Cengage, 2022. ISBN: 9781305077690.
Material provided in class through Canvas (look for email) – Account will be charged.
- B. Other Resources:
 - 1. Supplemental hand-outs, slides, videos, open educational resources (OERs), etc. – as determined by instructor.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically 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 include a combination of the following:
 - 1. Attendance and participation
 - 2. Assignments
 - 3. Exams and/or quizzes
 - 4. Performance and observational assessment
 - 5. Portfolios

Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.
 - B. SCC GRADING SCALE
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|----|--------|----|-------|---|------------|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
|----|--------|----|-------|---|------------|

A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64

VIII. SPECIFIC COURSE REQUIREMENTS

- 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.