

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EDF 1005	Course Title: Introduction to Education		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised 02/13/08	Effective Year/Term: 20081		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility		
Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course provides an introduction to the historical, theoretical, and sociological foundations of education and relevant information needed in choosing teaching as a career. Students will learn principles of formal education and review the history of America's public school system. Fifteen hours of field experience are required.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will evaluate teaching as a career choice by:

1. Identifying common motivations for people wanting to teach.
2. Describing extrinsic and intrinsic rewards in teaching.
3. Explaining the various experiences that aid in the process of deciding whether or not to become a teacher.
4. Identifying and analyzing the most common reasons teachers give for leaving the profession.
5. Reflecting on the first hand experience gained through the field experience and observation of teaching roles, goals, methods and curricula.
6. Describing the career track of the professional teacher: entering the field, licensing and credentials, first year, tenure and continuing contract, other career options within and outside education.

Competency 2: The student will examine the role of philosophical knowledge in clarifying questions of educational decision making in policy and practice by:

1. Explaining how philosophy relates to the work of the teacher.
2. Comparing and contrasting the philosophies of education in terms of their implications for schooling.
3. Explaining how philosophical theories have influenced practices in education from colonial times to the present.

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____

Competency 3: The student will relate the significant ideas, events, and people that have shaped American education by:

1. Describing trends from colonial times to the present in terms of educational opportunity of various groups, compulsory attendance, curricular emphasis and teacher training.
2. Analyzing the importance of the Common School movement in the development of the United States.
3. Identifying major figures that had an impact on the direction and pedagogical practices in America from colonial times to the present. (GC1K3)
4. Identifying and describing the significance of key rulings or laws that had an impact on the expansion of education. (e.g. Old Deluder Satan Act, Northwest Land Ordinances, Kalamazoo case, Plessy v. Ferguson, Brown v. Board of Education). (GC1K3)
5. Identifying and analyzing the constraining factors that restrict local reform efforts. (GC1K3)

Competency 4: The student will examine the various functions of the educational process and schooling by:

1. Explaining the difference between education and schooling.
2. Comparing and contrasting the explicit and implicit curriculum.
3. Describing how schools function as transmitters and re-creators of culture. (CC1K9)
4. Analyzing schooling in terms of various models. (e.g. social escalator, developer of human potential, acculturator, and social panacea).
5. Discussing current trends in school reform, comparing and contrasting schools with various models.

Competency 5: The student will explain how schools are governed, influenced and financed by:

1. Describing typical patterns of school funding by local, state, and federal agencies.
2. Explaining the implications of several Supreme Court cases regarding equitable state and local funding of education.
3. Identifying and analyzing the various strategies for ensuring school effectiveness and teacher competence.
4. Defining the source of authority and responsibilities of the governor, state legislature, state board of education, chief state school officer, state department of education, local school board and superintendent and school principal.
5. Identifying other groups that exercise informal influence in education.

Competency 6: The student will describe what they can expect to experience as a beginning teacher by:

1. Summarizing the broad concepts of national, state, and district curriculum standards.
2. Identifying and explaining Florida Educators Accomplished Practices.
3. Identifying and analyzing the change that many first year teachers undergo in their attitude toward students.
4. Discussing the value of induction programs and the roles of mentors.
5. Defining and discussing the role of the principal and the principal's relationship to the teacher.
6. Describing and analyzing the potential difficulties inherent in parent-teacher communication.
7. Discussing and analyzing the potential difficulties in the teacher-student relationship in terms of expectations, social distance, discipline, and sex.

Competency 7: The student will define the ethical and legal issues facing teachers by:

1. Distinguishing the difference between ethics and the law and explaining the proper province of each.
2. Identifying and discussing examples of typical ethical problems commonly faced by teachers and explore various ways about resolving them.
4. Defining due process, liability, assault and battery as they relate to teaching.

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____

5. Describing the rights of students regarding due process, corporal punishment, free speech, sexual harassment and access to their own school records.
6. Defining the rights of teachers regarding free speech, individual sexual orientation, and individual lifestyles.

Competency 8: The student will describe the social problems and tension points that affect students by characterizing:

1. Identifying the impact of poverty, homelessness and child abuse on classroom behavior and learning.
2. Describing the current structure of U.S. families and identifying the difficulties that single parents and working parents face in raising children.
3. Explaining how gender bias leads to unequal educational opportunities for females.
4. Describing the responsibility and liability schools bear in cases of student to student sexual harassment.

Competency 9: The student will recognize and value the diverse nature of their students and the implications of diversity in establishing an optimal learning environment in:

1. Describing the demographic trends of U.S. minorities and analyzing how ethnic and cultural differences between public school teachers and students may foster misunderstandings.
2. Comparing and contrasting the opposing philosophies regarding the need to incorporate multicultural education throughout the curriculum.
3. Explaining the concepts of cultural diversity and cultural pluralism and their classroom implications. (FEAP 5)
6. Identifying the legal mandates such as IDEA and NCLB and appraising their implications on the educational and assessment process.
5. Describing various diverse learning styles and learning difficulties. (FEAP 5)

Competency 10: The student will explain the teaching and learning process by:

1. Identifying alternate and authentic assessment methods. (FEAP 1)
2. Describing various diverse learning styles and learning difficulties and analyzing strategies to accommodate these. (FEAP 3)

Revision Date: _____

Approved By Academic Dean Date: _____

Reviewed By Director of Academic Programs Date: _____