

COURSE INFORMATION FORM

Publish in college catalog?

Yes ☒ No ☐

Course Title Introduction to Education

Department/Course Number EDUC& 202

Effective Quarter Spring 2010

Credits 5 Variable No ☒ Yes ☐ _____ - _____

Administrative Unit Code: HM
Department: Education

Multiple Versions No ☒ Yes ☐ _____ , _____ , _____

Maximum Class Size 40

Long Course Description (for college catalog):

(SS) Survey of historical, sociological, political and philosophical aspects of American public education. Includes investigation of the human experience of being a teacher, contemporary problems in education, classroom observations, and the application of educational frameworks issues of teaching and learning.

Short Course Description (for class schedule): **NOTE: Maximum of 240 characters**

Survey of the historical, sociological and philosophical aspects of American education.

Placement Scores/Basic Skill Levels:

Advised ☒ Required ☐

Scores/Level: ENGL 098

Pass/Fail Option Available? Yes ☐ No ☒

Course Challenge Exam Available? Yes ☐ No ☒

Can course be repeated for credit? Yes ☐ No ☒

Number of repeats beyond initial enrollment: One ☐ Two ☐

Prerequisites: None

Co-requisites: None

Course Intent (*check all that apply*):

☒ Option II Distribution/Skill

Area Social Sciences

☐ Option II Elective (*check one only*)

☐ University Transfer List (A)

☐ Restricted Transfer (B/Gray area)

☐ Not allowable as an elective for Option II

☐ Fills requirement for _____
(*certificate/degree*)

☐ Other _____

Workload Information:

	Contact Hours		Percent of Load
Lecture	<u>50</u>	÷ 150 =	<u>.333</u>
Laboratory	_____	÷ 200 =	_____
Science Lab	_____	÷ 180 =	_____
Field Supervision	_____	÷ 300 =	_____
Comments			
Total			<u>.333</u>

Student Learning Objectives: (*Attach additional pages as needed*)

Upon successful completion of this course, students will be able to:

1. Ask questions about the meaning, value and significance of teaching.
2. Define teaching as coming from the identity and integrity of the teacher.
3. Discuss historical, social, political and philosophical development of American public education.
4. Investigate contemporary problems in American public education.
5. Apply theoretical frameworks or models of Kibler, Bloom and others to classroom observations and group presentations.
6. Compare and evaluate major educational philosophies (progressivism, existentialism, essentialism, constructivism, etc.)
7. Understand the relationship between the first amendment and American public education.
8. Analyze theories of learning, such as behavioralism, social learning, information processing and cognitive development
9. Write and apply learning objectives to actual lesson in the cognitive, affective and behavioral domains.
10. Compare and analyze different teaching, classroom management and discipline methods.
11. Discuss the impact of Federal, State and local laws on education.
12. Demonstrate critical thinking skills in oral and written critiques of educational concepts.
13. Use audio-visual, computers and other instructional technology in a group presentation.

Which primary Core Learning Outcomes are assessed by this course? How are these outcomes being assessed by the program?		
Core Learning Outcome	Introduced (I) or Assessed (A)	If assessed, how is outcome measured?
CLO #1: Engage and take responsibility as active learners	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will be involved in the learning process as they gain deeper levels of understanding of the profession of teaching. They will design, complete, and analyze oral presentation projects while developing group interaction and leadership skills.
CLO #2: Think critically	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
CLO #3: Communicate effectively	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will develop the communication skills necessary to dialogue effectively. The students will demonstrate awareness of different audiences, styles, and approaches to oral communication.
CLO #4: Participate in diverse environments	I <input checked="" type="checkbox"/> A <input type="checkbox"/>	
CLO #5: Utilize information literacy skills	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	Students will develop and employ computer skills and to locate, evaluate, effectively use and communicate information in its various forms for purposes of group presentations.
CLO #6: Demonstrate computer and technology proficiency	I <input type="checkbox"/> A <input checked="" type="checkbox"/>	NEED ASSESSED INFO
CLO #7: Identify elements of a sustainable society	I <input type="checkbox"/> A <input type="checkbox"/>	

Which Program Specific Outcomes are assessed by this course? How are these outcomes being assessed by the program?		
Program Specific Outcome	Introduced (I) or Assessed (A)	If assessed, how is outcome measured?
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