

EDUC-1011: INTRODUCTION TO EDUCATION

Cuyahoga Community College

Viewing: EDUC-1011 : Introduction to Education

Board of Trustees:

MAY 2025

Academic Term:

Fall 2026

Subject Code

EDUC - Education

Course Number:

1011

Title:

Introduction to Education

Catalog Description:

Designed to introduce the student to the broad and complex field of public education. Emphasis on personal and professional characteristics required for successful teaching. This course also requires 18 hours of field observation in primary and/or secondary school classrooms within the term.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I, or concurrent enrollment, or ENG-101H Honors College Composition I.

Outcomes

Course Outcome(s):

Discuss the aims of education and role of schools in a democratic society.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Analyze the evolution of education in the United States from its beginning to its present form.
2. Compare the various purposes of education.
3. Differentiate between the historical philosophies of education.
4. Describe the emergence and development of the American education system with a focus on the civic, social, economic, and individual aims of education.
5. Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.

Course Outcome(s):

Discuss the economic, legal, and political context of schools.

Objective(s):

1. Recognize and discuss methods of school financing.
2. Identify the roles that federal, state, and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.
3. Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.

Course Outcome(s):

Discuss the need for the education system to be culturally responsive and inclusive.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Compare theories of school curriculum and instruction, and current trends of reform.
2. Illustrate students' learning styles, discussing multiple intelligences and diverse abilities.
3. Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.
4. Identify various dimensions of educational exclusion, (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

Course Outcome(s):

Discuss various aspects of the teaching profession, including ethics, professionalism, and legal issues.

Objective(s):

1. Identify and debate legal concerns in American Education including tenure, professional ethics, and teacher and student rights.
2. Establish the correlation between the administrative and teaching components of education.
3. Articulate their own personal educational philosophy.
4. Describe the characteristics of an effective teacher and the methods to ensure longevity.
5. Discuss teaching as a profession, continuing professional development and teachers' professional organizations.
6. Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.
7. Describe standards and processes guiding the preparation and professional development of educators.
8. Develop knowledge and understanding of Ohio educator requirements, with attention to the reasons for new developments and changes.

Methods of Evaluation:

1. Quizzes
2. Written papers
3. Presentations
4. Peer teaching
5. Field observation journal
6. Initial organization of professional portfolio
7. Midterm and final examinations

Course Content Outline:

1. Why Teach?
 - a. Motivation
 - b. Rewards
 - i. Extrinsic
 - ii. Intrinsic
 - iii. Perspective
 - c. Useful experience

- i. Real encounters
 - ii. Vicarious experiences
 - iii. Guidance
 - iv. Reflection
- 2. Teacher effectiveness
 - a. Reflective decision making
 - b. Attitudes
 - i. Self
 - ii. Students
 - iii. Peers
 - iv. Subject matter
 - c. Subject-matter knowledge
 - d. Theoretical knowledge
 - e. Personal practical knowledge
 - f. Teaching skills requirements
 - i. Classroom management
 - ii. Questioning
 - iii. Planning
- 3. Professionalism
 - a. The status of teaching as a profession
 - i. Levels of professionalism
 - ii. National Board for Professional Teaching Standards (NBPTS)
 - iii. Interstate New Teacher Assessment and Support Consortium (INTASC)
 - iv. National Council for Accreditation of Teacher Education (NCATE)
 - v. Teacher Education Accreditation Council (TEAC)
 - vi. Introduction to PRAXIS (practice/analysis standards)
 - b. Professional associations
 - i. National Education Association (NEA)
 - ii. American Federation of Teachers (AFT)
 - iii. Other
 - c. Professional development
- 4. History of American education
 - a. Elementary
 - b. Secondary
 - c. Private
 - d. Education of minorities
- 5. Curriculum
 - a. Definition
 - b. Present curriculum
 - c. Assessing student performance
 - d. Influences on curriculum
 - e. Relevancy of today's curriculum
- 6. Technology knowledge
 - a. Student learning
 - b. Affect on teachers
 - c. Organization
- 7. What is a school?
 - a. Education vs. schooling
 - b. Purposes
 - i. Intellectual
 - ii. Political and civic
 - iii. Economic
 - iv. Social
 - c. Models
 - i. Trainer of the good worker
 - ii. Social escalator
 - iii. College preparation
 - iv. Social panacea
 - v. Acculturator

- d. The elementary school
- e. The middle and junior high school
- f. Effective schools
- 8. Today's students in diverse society
 - a. Sources of student diversity
 - i. Racial, ethnic, and cultural diversity
 - ii. Diverse needs
 - iii. Diverse abilities
 - b. Tension points and social problems
 - i. Social problems
 - ii. Access and equality
 - c. Cultural diversity
 - i. Diverse needs
 - ii. Diverse abilities
 - d. Teacher/student response to diversity.
- 9. Philosophical foundations
 - a. Definition
 - b. Terrain of philosophy
 - i. Metaphysics
 - ii. Epistemology
 - iii. Axiology
 - iv. Logic
 - c. Educational philosophy
 - i. Perennialist
 - ii. Essentialist
 - iii. Romantic
 - iv. Progressive
 - v. Constructivist
 - vi. Eclecticism
 - d. Influence of psychological theories
 - i. Behaviorism
 - ii. Cognitive psychology
 - e. Development of personal philosophy
- 10. Education reform
 - a. Elements of educational reform
 - i. Call for excellence
 - ii. High standards
 - iii. Accountability
 - iv. Active learning
 - v. Sense of community
 - vi. Lifelong learning
 - vii. Character education
 - b. Current reform
 - i. National
 - ii. State
 - iii. Local
- 11. Ethical and legal issues
 - a. Ethics of teaching
 - i. Everyday ethics
 - ii. Codes of professional ethics
 - b. Teachers and the law
 - i. Due process
 - ii. Contracts, tenure, and dismissal
 - iii. Child abuse
 - iv. Self-defense
 - v. Freedom of expression
 - vi. Copyright laws
 - c. Lifestyles
 - d. Law, religion, and the school

- e. Students and the law
 - i. Due process
 - ii. Suspension and expulsion
 - iii. Search and seizure
 - iv. Freedom of speech
- 12. How schools are governed, influenced, and financed
 - a. Legal government
 - i. State offices and administrators
 - ii. Local school district
 - b. Influences on public education
 - i. Professional education organizations
 - ii. Parents
 - iii. Business
 - iv. Standardized testing
 - v. Federal government
 - c. School finances
 - i. School spending
 - ii. State and local funding
 - iii. Finance reform and the courts
 - iv. Federal funding

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Resources for the Instructor

Cooper, James and Ryan, Kevin. *Those Who Can, Teach*. 15th ed. Wadsworth: Cengage Learning, 2021.

Centers for Disease Control. *Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years – Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2014*. 2024. <https://www.cdc.gov/autism/data-research/>

National Center for Education Statistics. (2018) *Crime, Violence, Discipline, and Safety in U.S. Public Schools Findings From the School Survey on Crime and Safety: 2017 – 1*, <https://nces.ed.gov/pubs2019/2019061.pdf>

US. Department of Education. (2024) How did U.S. students perform on the most recent assessments?. *The Nation's Report Card*, <https://www.nationsreportcard.gov/>

David M. Sadker, Karen Zittleman and Melissa Koch. (2022) *Teachers, Schools and Society: A Brief Introduction to Education*,

Steven Tozer, Guy Senese and Paul Violas. (2020) *School and Society: Historical and Contemporary Perspectives*, Columbus: McGraw Hill .

David Jerner Martin, Kimberly S. Loomis . (2014) *Building Teachers: A Constructivist Approach to Introducing Education*, Boston: Cengage.

Instructional Services

OAN Number:

Transfer Assurance Guide OED007 and Career Technical Assurance Guide CTEDU007

Key: 1577