

SYLLABUS  
PART I  
EDISON STATE COMMUNITY COLLEGE  
EDU 111S INTRODUCTION TO EDUCATION  
3 CREDIT HOURS

**COURSE DESCRIPTION**

Introduction to the purposes, organizations, and outcomes of schooling from the perspectives of the field of social foundations of education. Candidates undertake critical inquiry into teaching as a profession. Licensure requirements, teachers' legal responsibilities, and the accountability of public schools are also explored. Participation in the field is required. Lab fee.

**COURSE GOALS**

The student will:

Bloom's Level		Program Outcomes
1	1. Describe the emergence and development of the American education system with a focus on the civic, social, economic and individual aims of education.	2,18, 21, 22, 24
3	2. Illustrate how schools reflect, reproduce and seek to challenge social stratification in society.	1, 2, 3, 4, 21, 22, 24
4	3. 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.	2, 21, 22, 24
4	4. Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.	2, 8, 9, 21, 22, 24
4	5. 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.	1, 2, 3, 4, 5, 21, 22, 24
4	6. 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.	1, 2, 3, 4, 5, 21, 22, 24
1	7. Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.	2, 8, 9, 11, 12, 16, 17, 20, 22, 24
1	8. Describe standards and processes guiding the preparation and professional development of educators.	2, 13, 14, 15, 17, 22
3	9. Develop knowledge and understanding of Ohio educator requirements, with attention to the reasons for new developments and changes.	2, 13, 14, 15, 17, 22

**CORE VALUES**

The Core Values are a set of principles that guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

## TOPIC OUTLINE

1. Aims of education
2. Role of schools in a democratic society
3. Historical beginnings of free public education
4. Governance, influence and finance
5. School cultures
6. Economic, legal and political context of schools
7. Themes in American education
8. Elementary education: origins
9. Secondary education: origins
10. Private education
11. Education of minorities
12. Education reform
13. School choice
14. School laws
15. Culturally responsive and inclusive education
16. Student diversity
17. Ethics and professionalization
18. Associations, unions and collective bargaining
19. Vocation vs. profession
20. Tenure, salary, licensure
21. Professional conduct
22. Ohio educator requirements
23. Survey of history of teaching requirements in Ohio