



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009
(i.e. 2003-2004)

NEXT REVIEW: 2013-2014
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Introduction to the Teaching Profession

COMMON COURSE NUMBER: EDF 1005

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS: 48

Lecture: Lab: Other: 15

(Voc. Course ONLY)

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum)*: This is a survey course including historical, sociological, and philosophical foundations of education, governance and finance of education, educational policies, legal moral and ethical issues and the professionalism of teaching. Students will be provided exposure to the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. Students are required to complete a minimum of 15 hours of field experience in a K-12 setting. The field experience should be performed at actual schools or similar settings and not via virtual modes of film or Internet

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

- Educational Philosophy and the Development of Education in the U.S.
- History of Education in the U.S. Colonial – Present
- School Governance
- Financing Public Education
- Social Problems and Issues Related to Students at Risk
- Legal Aspect of Education
- Curriculum in Schools
- Teaching as a Profession
- Effective Teaching/Effective Schools
- Student Diversity



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EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	1.1, 1.2, 1.3, 1.4
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 10.2
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	10.1, 10.3, 10.4
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	4.5
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

** General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

Common Course Number: EDF1005

UNITS

Unit 1 Educational Philosophy and the Development of Education in the U.S.

General Outcome:

- 1.0 The student will understand the relationships between key educational philosophies and the development of education in the United States**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student will be able to:

- 1.1 Compare and contrast key educational philosophies and their influences on education.**
- 1.2 Cite examples of ways in which philosophy influences daily educational life, public education, policies, and personal and professional development.**
- 1.3 Describe, compare and contrast the educational theories of essentialism, perennialism, progressivism and social reconstructionism.**
- 1.4 Discuss own philosophical perspective.**



Common Course Number EDF 1005

Unit 2 History of Education in the U.S. Colonial - Present

General Outcome:

- 2.0 The student will learn about current and historical trends, issues, and individuals who have influenced school curricula and the development of schools in the United States.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student will:

- 2.1 Describe major historical events in the development of the American education system.**
- 2.2 Trace the development of elementary and secondary schools and the development of universal education.**
- 2.3 Discuss the historical roots of local control of education and the open access model**



Common Course Number EDF 1005

Unit 3 School Governance

General Outcome:

- 3.0 The student will learn about the governance structure, and the laws including crucial court cases that influence education practices and programs.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Identify the legal aspects of education**
- 3.2 Interpret how governance, laws and policies are enacted at the local, state and federal level.**
- 3.3 Determine the role the federal government plays in education**
- 3.4 Explain the ways in which education is controlled by the states and describe the typical state school system**
- 3.5 Describe how local school district management affects the day-to-day operation of the public schools**
- 3.6 Discuss how professional organizations, businesses, and the media influence schools**



Common Course Number: EDF 1005

Unit 4 Financing Public Education

General Outcome:

- 4.0 The student will understand the economic issues that affect schools including sources of funding, funding formulas, school choice, tuition tax credit and vouchers**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student will:

- 4.1 Identify local, state, and federal sources of funding and how each affects education**
- 4.2 Describe how local communities fund education and the extent of their contribution.**
- 4.3 Explain how the courts have influenced school finance.**
- 4.4 Investigate links between school funding and educational success including the lottery system**
- 4.5 Identify and research the relationship between business and school partnerships**



Common Course Number: EDF 1005

Unit 5 Social Problems and Issues Related to Students at Risk

General Outcome:

- 1.0 The student will identify how schools respond to social issues that affect the learner in today's society.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1 Identify key social factors that impact learning.**
- 5.2 Describe the effects of changing family and schools.**
- 5.3 Identify educational initiatives aimed at the at-risk student.**



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Unit 6 Legal Aspect of Education

General Outcome:

6.0The student will gain knowledge of the legal and civil rights and responsibilities of students and teachers

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

6.1 Identify major rights and responsibilities of students and teachers

6.2 Describe the major laws and landmark legal cases affecting the educational programs and practices



Common Course Number: EDF 1005

Unit 7 Curriculum in Schools

General Outcome:

7.0 The student will be able to describe the factors that shape school curricula.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

7.1 Identify the different types of curricula

7.2 Describe ways in which curriculum is planned and organized

7.3 Summarize the ways in which curriculum is assessed



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Unit 8 Teaching as a Profession

General Outcome:

8.0 The student will discuss teaching as a career, professional responsibilities and the certification process.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1 Describe the working conditions of the teacher including compensation, working hours and benefits

8.2 Discuss the professional activities and responsibilities of the teachers' professional organizations that represent teachers

9.3 Identify the various career possibilities within the education field

8.4 Explain state certification (teacher licenses) and employment guidelines and procedures



Common Course Number: EDF 1005

Unit 9 Effective Teaching/Effective Schools

General Outcome:

9.0 The student will explain the characteristics of effective schools and the skills that comprise good teaching.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student will:

- 9.1 Describe the characteristics of effective instruction**
- 9.2 Discuss important classroom management techniques**
- 9.3 Explain the relationship between instructional planning and successful teaching**
- 9.4 Identify the skills needed for successful teaching**
- 9.5 Debate issues in the assessment of teachers and teaching**
- 9.6 Describe characteristics of effective assessment**



Common Course Number: EDF 1005

Unit 10 Diversity

General Outcome:

10.0 The student will recognize how multiculturalism impacts schools and learners.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student will:

10.1 Identify key cultural factors that impact learning

10.2 Discuss differing views of intelligence

10.3 Describe the different types of exceptionalities

10.4 Discuss the needs of exceptional learners and how to address their needs in a main stream classroom



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Special Student Projects:

SUGGESTED EARLY EXPERIENCE ACTIVITIES

The field experience component is designed to provide the student with the experience of observing, interacting and working with a school population. This component exposes students to the educational environment from early childhood to grade 12. The purpose of the field experience is to help students determine if they enjoy working with children and if they feel comfortable in the classroom environment, so they can affirm or deny their career choice.

- Field work reflection report
- Electronic portfolio
- Group project