



# Broward Community College

## Course Outline

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STATUS:   A  

COMMON COURSE NUMBER:   EDF 2070  

COURSE TITLE:   Perspectives in Education  

CREDIT HOURS:           3          

CONTACT HOURS BREAKDOWN:

Lecture/Discussion           48          

Lab   

Other   

Contact Hours/Week           3          

CATALOG COURSE DESCRIPTION:

Prerequisite:   None

Corequisite:   None

A study of the principles of American education. Emphasis is placed on the historical, philosophical, sociological, and legal foundations of education in America and their impact on curriculum development, learning, and the teaching profession.

General Education Requirements - Associate of Arts Degree, meets Area(s):  
General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Education and Culture
2. American Cultural Development
3. The Nature, Needs, and Characteristics of Students Composing America's Public Schools
4. The Aims and Purposes of Education in American Democratic Society
5. The Responsibilities of the American Public School Teacher and the Characteristics and Qualities Required
6. Meet These Responsibilities
7. Teaching as a Profession
8. Public Education in the United States\_\_Organization, Administration and Historical Highlights

## **I. Course Overview:**

Upon successful completion of this course, the students should be able to describe, in general, the field of public education; the aims, purposes and objectives, as well as the historical development and current educational issues and problems. The course will be so oriented as to give students a broad perspective of the teaching profession, acquainting them with some of the problems with which they are apt to be confronted if they should decide to be teachers. The fact will be taken into consideration that students may be taking the course who have not yet decided to be teachers. For those who decide to continue to prepare for teaching, the course will serve as a basic foundation for further professional education courses.

## **II. Units:**

### **Unit 1. Education and Culture**

#### General Outcome:

1.0 The students should be able to understand the nature and characteristics of American democratic society and to show how these have given direction to education.

#### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

1.1 Define culture.

1.2 Determine the relation between education and culture.

## Unit 2. American Cultural Development

### General Outcome:

2.0 The students should be able to understand the manner in which culture has affected education.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

2.1 Describe the general nature and characteristics of American democratic society including:

2.1.1 Comparison with totalitarian societies

2.1.2 Definition of democracy; is it,

2.1.2.1 A form of government, or

2.1.2.2 An economic system

2.1.2.3 A way of life, or     ?

2.2 Describe the influence of American democratic culture in shaping and directing American education including:

2.2.1 The characteristics required of a properly functioning democratic citizen

2.2.2 The role of education in developing these characteristics

2.3 Describe the changes that have taken place in American culture, describe some of the problems America faces today resulting from these changes, and discuss the implications of these problems for education. Changes in American culture may include:

2.3.1 Increased industrial and technological development

2.3.2 The changing status of the family

2.3.3 Factors affecting the evolvement of values; conflicting and changing value patterns

2.3.4 Increased urbanization

2.3.5 Development in communication and transportation

- 2.3.6 Growth of interdependence internationally
- 2.3.7 The growth of group living and the influence of pressure groups
- 2.3.8 Increasing mobility of the population

**Unit 3. The Nature, Needs, and Characteristics of Students  
Composing America's Public Schools**

General Outcome:

3.0 The students should be able to understand the nature, characteristics, and needs of the American public school population and how these serve as factors which give direction to education.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

3.1 Describe common needs and characteristics including:

- 3.1.1 Some common physical needs
- 3.1.2 Some common psychological needs
- 3.1.3 Others

3.2 Describe differences in needs and characteristics including:

- 3.2.1 Intellectual
- 3.2.2 Physical
- 3.2.3 Emotional
- 3.2.4 Moral and religious
- 3.2.5 Social and economic backgrounds
- 3.2.6 Race and ethnic groups

3.3 Describe the education implication resulting from the nature, needs, and characteristics of the school population.

**Unit 4. The Aims and Purposes of Education in American Democratic Society**

General Outcome:

4.0 The students should be able to understand the organization and administration of American public schools at all levels, but particularly in the organization and administration of public schools in Florida.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Describe the function of established aims and objectives.
- 4.2 Identify factors determining aims and objectives.
- 4.3 Distinguish among conflicting points of view regarding the aims and purposes of American education including:
  - 4.3.1 Reasons for conflicting points of view
  - 4.3.2 The need to more clearly identify and to arrive at a more general agreement as to the aims and purposes of American education
- 4.4 Establish aims and objectives of present day education.

**Unit 5. The Responsibilities of the American Public School Teacher and the Characteristics and Qualities Required to Meet These Responsibilities**

General Outcome:

5.0 The students should be able to understand what to expect from the teaching profession, including the opportunities that the profession offers, and what is required and expected of individuals who become members of the profession.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

5.1 Describe the responsibilities of and demands made upon public school teachers including:

- 5.1.1 In school
- 5.1.2 Outside of school

5.2 Determine the importance of teachers including:

- 5.2.1 The impact on the individual
- 5.2.2 The impact on society

5.3 Discuss the characteristics of a good teacher including:

- 5.3.1 Physical
- 5.3.2 Mental
- 5.3.3 Moral
- 5.3.4 Personal
- 5.3.5 Emotional

5.4 Contrast the opinions regarding the characteristics of a good teacher including:

- 5.4.1 Opinions of parents
- 5.4.2 Opinions of students

5.5 Describe the recruitment and selection of teachers.

5.6 Describe the training of teachers including:

- 5.6.1 Development of teacher training

5.6.2 Present status in Florida and in the  
nation

## Unit 6. Teaching as a Profession

### General Outcome:

6.0 The students should be able to understand the working conditions and professional responsibilities of the teaching profession.

### Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

6.1 Describe the working conditions of the teacher including:

6.1.1 Compensations:

6.1.1.1 Financial remunerations

6.1.1.2 Fringe benefits—retirement, tenure, sick leave, vacation, etc.

6.1.2 Working hours

6.1.3 Some unpleasant aspects of teaching:

6.1.3.1 Social, economic, political restrictions, and pressures

6.1.3.2 Criticisms frequently launched against the teacher and the teaching profession

6.2 Discuss the professional activities and responsibilities of members of the teaching profession including:

6.2.1 Professional responsibilities:

6.2.1.1 Professional Teaching Practices Commission

6.2.1.2 Code of Ethics

6.2.2 Professional organizations:

6.2.2.1 Local organizations C.N.E.A.

6.2.2.2 F.E.A.

6.2.3 Means of obtaining financial support for education and bringing about needed improvements in education:

6.2.3.1 Public information, political  
action, sanction, strikes, etc.

6.3. Determine the availability of positions including:

6.3.1 As a teacher

6.3.2 As an administrator

6.3.3 Special service positions

6.4 Explain how one goes about getting a job.

**Unit 7. Public Education in the United States\_\_Organization,  
Administration and Historical Highlights**

General Outcome:

7.0 The students should be able to understand the organization of public education, state organization, state financial support, and county administration of schools.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

7.1 Determine the federal government's role in education including:

7.1.1 Federal support to education:

7.1.1.1 Historical development

7.1.1.2 Present status

7.1.1.3 Arguments for and against

7.2 Review the State organization and administration of education in Florida including:

7.2.1 The State organizational framework:

7.2.1.1 The Constitution

7.2.1.2 The State Legislature

7.2.1.2 The State Superintendent of Instruction and his assistants

7.2.1.3 The State Board of Education

7.3 Discuss the State financial support of education including:

7.3.1 The State Minimum Foundation Program:

7.3.1.1 The factors used in determining tax paying ability of counties

7.3.1.2 The part played by state in financing education in Florida

7.3.2 Legislation affecting state financial support of education subsequent to initiation of the State Minimum Foundation Program

- 7.4 Analyze the County administration of schools including:
  - 7.4.1 School boards
  - 7.4.2 School trustees
  - 7.4.3 Superintendent of Public Instruction
  - 7.4.4 Others
  
- 7.5 Describe nursery and kindergarten education including:
  - 7.5.1 The development of nursery and kindergarten education in the U.S.
  - 7.5.2 The place and importance in public education
  
- 7.6 Discuss elementary education including:
  - 7.6.1 Historical development:
    - 7.6.1.1 Colonial education
    - 7.6.1.2 Education early in the United States
  
  - 7.6.2 Modern elementary education:
    - 7.6.2.1 Organizational structure
    - 7.6.2.2 Personnel staff:
      - 7.6.2.2.1 Administration
      - 7.6.2.2.2 Teaching, special services and others
  
    - 7.6.2.3 Buildings and equipment:
      - 7.6.2.3.1 Present status
  
    - 7.6.2.4 The curriculum
    - 7.6.2.5 Methods of teaching
    - 7.6.2.6 Some present day educational issues:
      - 7.6.2.6.1 Grouping of students
      - 7.6.2.6.2 Promotions and grades
      - 7.6.2.6.3 Discipline of students
      - 7.6.2.6.4 Others
  
    - 7.6.2.7 The education of special groups of students:
      - 7.6.2.7.1 Handicapped
      - 7.6.2.7.2 Mentally retarded and slow learners

7.6.2.8 The varied duties of elementary school teachers

7.7 Describe secondary education including:

7.7.1 Historical development

7.7.2 Modern secondary education:

7.7.2.1 Organizational structure—Plans  
8-4, 6-3-3, 6-6, 6-4-4, 5-3-4

7.7.2.2 Personnel staff:

7.7.2.2.1 Administration

7.7.2.2.2 Teaching, special  
services and others

7.7.2.3 The curriculum

7.7.2.4 Extracurricular offerings:

7.7.2.4.1 Values

7.7.2.4.2 Problems involved

7.7.2.5 Duties of high school teachers

7.7.2.6 Buildings and equipment

7.7.2.7 Methods of teaching

7.7.2.8 Present trends:

7.7.2.8.1 Team teaching

7.7.2.8.2 Teaching machines,  
programmed learning,  
etc.

7.8 Describe higher education including:

7.8.1 Historical development

7.8.2 Growth

7.8.3 Present trends:

7.8.3.1 The importance and growth of the  
junior college

7.8.3.2 Trends in the general education  
movement

7.8.3.3 Others

**Special Student Projects:**

Examinations\_\_\_\_term papers and school visitation at instructor's discretion.