

Department:

Education

Course Description:

This course will cover the historical and sociological development of elementary and secondary American education, the role of public schools in American society, and the diverse nature of the American student population. The course will also look at professional opportunities in the field of elementary and secondary education.

Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. (Kansas Regents Shared Number Course and Title: KRSN Course EDU1010 Introduction to Education.)

Upon completion of the course, the student should be able to:

1. Reflect on the opportunities and responsibilities associated with education as a profession.
2. Synthesize the relationship between foundations and trends in education.
3. Demonstrate an awareness of diversity in teaching and learning.
4. Examine effective practices in planning, engaging, and assessing in learning.

Course Content:

- A. Schools and Students
 1. Motivations for Teaching
 2. What a School Is
 3. Today's Students in a Diverse Society
 4. Social Problems Affecting Today's Students
 5. Curriculum and Assessment
- B. Teachers
 1. Teacher Effectiveness
 2. Teachers and Technology
 3. Ethical and Legal Issues
- C. Foundations and the Future
 1. Educational Philosophy
 2. History of American Education
 3. School Governance
- D. The Teaching Profession
 1. Job Options

2. Professionalism

Learning Assessments:

Course competencies will be assessed by regular exams, feedback from observed professionals, reflection papers, analytical essays, class participation, and final exam.

Instructional Materials:

Textbook: Ryan, K. & Cooper, J. M. (2013). *Those Who Con, Teach*. (13'h ed.). Belmont, CA: Wadsworth.
ISBN-13: 978-111830281

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).