STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

EDUC 210 - PRINCIPLES OF EDUCATION

Prepared By:  Diane Lynn Gusa, PhD

SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCES DEPARTMENT
April 2015
EDUC 210 - PRINCIPLES OF EDUCATION

A. **TITLE:** Principles of Education

B. **COURSE NUMBER:** EDUC 210

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE** (OPTIONAL):

E. **COURSE LENGTH:** 15 weeks/semester

F. **SEMESTER(S) OFFERED:** Fall and/or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   2 hours lecture/week, 3 hours of fieldwork per week

H. **CATALOGUE DESCRIPTION:**
   This course provides an overview of the historical, sociological, and philosophical foundations of education in North America. Students will explore the characteristics and needs of children, and the goals and objectives of early childhood and elementary education. A study of the nature of knowledge and learning, teaching theories and strategies based on effective instructional models, philosophies of teaching, the changing educational role of the teacher, and attitudes, values and professional ethics relating to educators. The course will examine pedagogy, and the importance of evaluation, assessment, and accountably in teaching and education. May include observations in classroom settings.

I. **PRE-REQUISITES/CO-COURSES:**
   30 college credits including ENGL 101/102 with a cumulative GPA of 2.0.

J. **GOALS (STUDENT LEARNING OUTCOMES):**

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<th>Course Objective</th>
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| a. Identify the historical, sociological and philosophical foundations of education in North America | 1. Communication  
2. Crit. Thinking |
| b. Describe the nature of knowledge and learning, teaching theories and strategies based on effective instructional models | 1. Communication  
3. Prof. Competence |
| c. Explain the importance of evaluation, assessment, and accountability in teaching and education. | 1. Communication  
3. Prof. Competence |
| d. Align the goals and objectives of early childhood and elementary education to the characteristics and needs of diverse student population. | 2. Crit. Thinking  
3. Prof. Competence |
| e. Identify attitudes, values and professional ethics relating to educators | 2. Crit. Thinking  
3. Prof. Competence |
| f. Outline the changing educational role of the 21st century teacher | 2. Crit. Thinking  
3. Prof. Competence |
K. TEXTS: To be decided by instructor. Possible texts are as follow:
Porkay, F.W. & Stanford, B.H., 2001, Becoming a Teacher (5th Ed.) Allyn & Bacon
L. REFERENCES:
Must We Educate?; Bereiter, C. (Prentice-Hall, Englewood Cliffs, N.J.)
Death at an Early Age; Kozol, J. (Houghton-Mifflin, Boston, MA)
How Children Fail; Holt, J. (Dell, New York City)
Pedagogy of the Oppressed; Freire, P. (Herder and Herder Publishing, New York City)
Schooling in Capitalist America; Bowles, S and Gintis, H. (Basic Books, New York City)

M. EQUIPMENT:  No special equipment is needed.

N. GRADING METHOD:  A-F

O. MEASUREMENT CRITERIA/METHODS:
Objective and Essay tests, role-play and simulation, in-class and research projects and field placement evaluation. By the end of the course, a portfolio will be developed by students. The field experience will be evaluated through completing a classroom observation project (A-F), demonstrating the ability to conceptualize, organize, and present developmentally appropriate materials on a concept through the medium of a bulletin board (A-F).

Interpersonal skills with host teachers and students will be observed by the academic supervisor in the following areas:

Receiving and Responding* - ability to listen and act on advice from supervisor and teaching professionals and students; and

Valuing and Characterizing* - displaying behaviors consistent with professionalism in teaching (dress, formal/informal behaviors, speech, being a course of information and learning for students, knowledgeable of school rules). Grading will be on a scale: Excellent - Satisfactory - Unsatisfactory.

*From the Taxonomy of the Affective Domain

P. TOPICAL OUTLINE: See attachment.

Q. LABORATORY OUTLINE: Not applicable.
TOPICAL OUTLINE

EDUC 210 - Principles of Education

TOPICS

I. The Teaching Profession
   A. Personal Goals for Future Teachers
   B. Learning How to Teach
      1. What essential knowledge is needed
      2. 5 ways to view the teacher knowledge base
      3. Educational reforms impacting teachers
      4. Mentoring
      5. Opportunities for continuing professional development

II. Influences on Education in the U.S.
   A. Philosophy of Education
      1. Branches of Philosophy
      2. 5 Modern teaching philosophies
   B. Psychological Models Influencing Education
      1. Humanistic Psychology
      2. Behavioral Psychology
      3. Cognitive Psychology
      4. Psychodynamic Psychology
   C. History of U.S. Education
      1. Colonial Schools
      2. Compulsory education
      3. Education for African Americans and Native Americans
      4. Changes in goals of education from 1750 to present
   D. Contemporary Realities Confronting Schools Today
      1. Aims of education today
         a. national goals
         b. prosocial values
         c. socialization
         d. achievement
         e. personal growth
         f. social change
      2. Metaphors for schools today
      3. Schools as social institutions
      4. Characteristics of successful schools
      5. Social problems affecting schools
      6. Schools and societal problems
   E. Control of Schools in the U.S.
      1. Local vs. state vs. federal control issues
      2. Financing schools
F. Ethical and Legal Issues in U.S. Education
   1. Toward a professional code of ethics
   2. Legal rights of teachers
   3. Legal responsibilities of teachers
   4. Legal rights of students and parents
   5. Issues in the legal rights of school districts

III. Art and Science of Teaching
   A. Teaching Diverse Learners
      1. The meaning of Equal Educational Opportunity
      2. Bilingual education
      3. Multicultural education
      4. Gender as a dimension of multiculturalism
      5. Exceptional (Disabled and Gifted) students
   B. How to teach all learners in the inclusive classroom
   C. Developing and Implementing the curriculum
   D. Teaching with Technology

IV. Psychological Foundations of Education
   A. Developmental Theories
      1. Piaget’s model of cognitive development
      2. Erikson’s model of psychosocial development
      3. Kohlberg’s model of moral development
      4. Behavioral technology in the classroom
      5. Maslow’s hierarchy of needs
   B. The Intelligence Controversy
   C. Applying Psychological Theory to the Classroom

V. Practical Considerations for Future Teachers
   A. Teachers as Leaders in Schools
   B. The First Teaching Position
      1. Certification
      2. Seeking employment positions
      3. The first day
      4. Participating with colleagues
      5. Evaluating teaching performance
   C. Educational Issues for the 21st Century
      1. Knowledge and skills for the Global Information Age
      2. Providing outstanding education for all learners
      3. Community-based partnership
      4. Privatization movement
      5. Learning from international education
      6. A vision for the future of education.