

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose IV Handbook

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POLICIES

Attendance:

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades:

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.”

Failures must be repeated.

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.
- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Note: Students are responsible for all work, even when absent or late.

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Summer 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

PROMOTING EMPOWERMENT THROUGH TEACHING AND COMMUNICATION

Overview of the Purpose

Teaching and learning are integral to effective service delivery. As a basic human service function, teaching is not confined to the classroom, but plays a part in every service relationship. In purpose IV, you learn how to collaboratively define, set, and achieve learning goals that are appropriate for the group you teach. You enhance your database management and research skills and apply these to the evaluation segments of your teaching/learning. In addition, you make long-range plans for your students' learning.

You illustrate your use of these abilities in your Constructive Action document. You work on the integration of knowledge and skills from all of your classes and apply these to each teaching and learning experience. Your Dimension classes provide you with an introduction to varied models of learning, an overview of key concepts in human growth and development, an orientation to teaching methodology, and a review of historical and contemporary debates about the purpose and function of education on both the individual and the societal levels. Each concept is directly related to your purpose, including your progress as a teacher and learner this semester.

DEFINITIONS

Purpose

Every semester of your education at Metropolitan College of New York is organized around a specific Purpose whose achievements benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

Empowerment

Metropolitan College of New York teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

Dimensions

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five dimensions in your Constructive Action[®]. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

The Values and Ethics Dimension

Values are the beliefs that guide people's decisions and actions. Ethics refer to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

The Self and Others Dimension

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

The Systems Dimension

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, the global economy. Systems often serve as resources.

The Skills Dimension

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which human service professionals have a recurring need.

Supervised Fieldwork

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

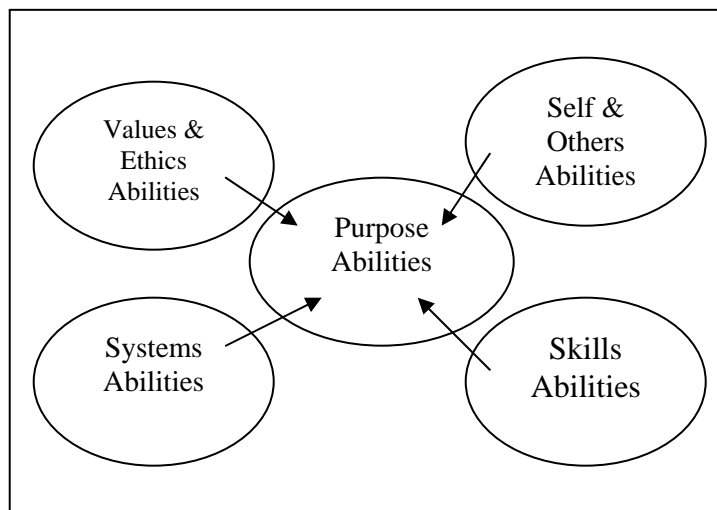
Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

Purpose Achievement Abilities

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Purpose Dimension Abilities outline the Constructive Action Method. The Abilities for the other four Dimensions describe the rich and varied knowledge and action that a successful Constructive Action demands.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.



Constructive Action to improve the world

The Abilities manifest themselves differently with each Purpose. In the table on the following pages, the generic Purpose Achievement Abilities for this Purpose are in plain type.

PURPOSE ACHIEVEMENT ABILITIES

The Abilities listed below in bold type are the same for every Purpose, but they manifest themselves differently in each Purpose. This table shows a version of the Abilities that is specific to Promoting Empowerment Through Teaching and Communication.

Table of General and Specific Abilities for Purpose IV
<p>Purpose Dimension Abilities</p> <p>a. Explore opportunities to improve the world. Research learning needs in your organization and ways to address them.</p> <p>b. Choose the best goal. Select a goal for promoting empowerment at your organization through teaching and communication.</p> <p>c. Agree on a plan. Develop a plan to meet your teaching and communication goal, including objectives, strategies, and an evaluation plan.</p> <p>d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of progress toward your goal; evaluate each recorded event; revise the plan as needed. Describe how you are using knowledge to achieve your goal.</p> <p>e. Assess the results and plan the next steps. Assess how well you have met your goal for promoting empowerment through teaching and communication. Plan how to use the knowledge gained and about teaching and communication in your future work.</p>
<p>Values and Ethics Dimension Abilities</p> <p>a. Clarify own values in relation to the Purpose. Describe your values as they relate to teaching and communication</p> <p>b. Describe individual and group values in past and present. Describe the values of people in your organization, the community, and society at large toward teaching and communication, providing a historical context.</p> <p>c. Identify value issues as they arise. Identify value issues that arise during your Constructive Action. Describe how you address them.</p> <p>d. Use ethical reasoning. Use ethical reasoning to identify and resolve dilemmas that you face as you teach.</p> <p>e. Act on ethical principles. Use ethics to guide your actions.</p> <p>f. Respect capacity of others to make the world better. Encourage others to participate in teaching and communication</p>

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose.

Assess your experiences, capabilities, and interests as they relate to your role as a teacher.

b. Appreciate experience and views of others.

Compare and contrast the views expressed about education in different learning theories.

c. Build good relationships.

Establish and maintain effective relationships with others as needed to achieve your Purpose.

d. Communicate through reading, writing, speaking, and other modes of expression.

Communicate effectively with others through reading, writing, listening, and speaking.

e. Promote growth in self and others.

Support the ability of others to teach and communicate effectively.

Systems Dimension Abilities

a. Describe natural, social, and technological systems related to the purpose.

Identify the educational systems in place at your organization; and analyze their characteristics in the contest of various educational theories.

Identify the technological systems in your organization that support teaching and communication.

b. Develop conceptual models of systems.

Demonstrate and explain how systems that affect teaching and communication at your organization are interrelated.

c. Identify strengths of systems.

Analyze how systems can improve teaching and communication at your organization.

d. Identify weaknesses of systems.

Analyze how systems can negatively impact teaching and communication.

e. Make systems better.

Work to make your organization's environment more conducive to teaching and communication for citizen empowerment.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Identify and use appropriate mathematical principles and procedures as needed to achieve the purpose.

b. Identify and use appropriate physical skills.

Identify and develop the perceptual and physical skills needed to achieve the Purpose.

c. Identify and use specialized skills required by the Purpose.

Identify and use the specialized skills needed to achieve your purpose.

WHAT'S THE "RULE"?

Conventions for Clear and Grammatical Standard Written English

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT'S THE "RULE"?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use "that" when referring to things; use "who" when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use "number" when referring to a quantity of discrete objects that can be counted; use "amount" when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or "he, she, or it" form of present tense verbs ends in "s" while the plural or "they" form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. "Somebody" is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self- esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply "spliced" together by a comma. (The error is called a "comma splice" and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply "fused" together with no punctuation. (The error is called a "fused sentence" or a "run-on" sentence.)

	WRONG	RIGHT	WHAT'S THE "RULE"?
7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence "fragments" by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student's respect the colleges values, and the college respects the students values.	The students respect the college's values, and the college respects the students' values.	Use plain "s" to form the plural of nouns and apostrophe "s" to form the possessive of nouns. Use "s" apostrophe to form the plural possessive of nouns.
9	The computer's hard drive worked fine, but it's monitor was completely dead.	The computer's hard drive worked fine, but its monitor was completely dead. It's working fine now.	Do not use apostrophe "s" for the possessive of "it." Use "it's" only for the contraction of "it is."
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as "the balance wheel of the social machinery" (p.87). <i>(or, if the author's name is not mentioned in the text)</i> Education has been referred to as "the balance wheel of the social machinery" (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good." (p. 9)	According to Rousseau (1999), "All wickedness comes from weakness. . . . Make [the child] strong and he will be good" (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as "universal"; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism "imposes Eurocentric realities as 'universal'; i.e., that which is White is presented as applying to the human condition in general" (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay's book "Messages" the chapter on <u>Expressing</u> was somewhat problematical.	In McKay's book <u>Messages</u> the chapter on "Expressing" was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

THE PURPOSE DIMENSION

Overview

The course focuses on the development of a constructive action that allows you to teach a group of at least 3 and no more than 25 persons consistently throughout the semester. This constructive action may take place in a variety of settings including schools, recreational centers, group homes, etc. You will learn how to conduct a needs assessment for teaching and learning at your agency. You will also learn how to develop objectives to meet agency needs, implement appropriate teaching strategies, and apply evaluation techniques and make recommendations based on the group's progress. You will be introduced to relevant literature search strategies and database management strategies for collecting empirical data and recording results. The course will also expose you to how technology can be used in the classroom. The design of PowerPoint presentations will be introduced.

You will also be introduced to practical hand-on teaching skills from lesson plan development to techniques for evaluation of the learners' progress. A variety of teaching methods—from Socratic techniques to the use of manipulatives and/or simulation games—will be explored.

Objectives of the Course

To fulfill the requirements of this course, you are expected to

- a. Research learning needs in an organization and ways to address them;
- b. Select a goal for promoting empowerment through teaching and communication;
- c. Gain knowledge about teaching methods and techniques;
- d. Develop a plan to meet teaching/communication goals and objectives with appropriate strategies;
- e. Collect relevant evidence regarding progress;
- f. Assess the extent to which goals or objectives have been met;
- g. Evaluate your findings in terms of the growth of your learners and yourself;
- h. Plan how to use the knowledge gained about teaching and communication in your future work.

Assessment

The following areas of student work contribute to the final grade in accordance with proportions assigned by the instructor:

Class attendance, punctuality and participation,

Your general performance at your field agency,

Your timely completion of Constructive Action related activities at your field agency,

Your completion of work assigned in class.

Your timely completion and submission of the constructive Action document.

Note: Students are responsible for all work, even when absent or late.

Required Readings

Farquharson, A. (1995). *Teaching in practice: How professionals can work effectively with clients, patients and colleagues*. San Francisco: Jossey-Bass.

Moore, Kenneth D. (2001). *Classroom teaching skills*. (6th ed.). Boston: McGraw Hill

Class Sessions

- 1 Introductions and handouts. Beginning the CA document. Tips for success.
- 2 Responses to the Farquharson and Moore readings. Beginning the Agency Analysis.

Assignment due:

- 1) Draft Part I A of CA document (the **Statement of Purpose**). Always be sure to cite sources according to APA guidelines.
- 2) Read Farquharson, Chapter 1 and Moore, Chapter 1.

- 3 Responses to the Farquharson and Moore readings. Beginning the Assessment of Need.

Assignment Due:

- 1) Draft Parts I B and C of CA document (the **Agency Analysis** and **Job Analysis**).
- 2) Read Farquharson, Chapter 5, and Moore, Chapter 3.
- 3) Take notes on Needs Assessment meeting with supervisor and/or potential learners.

- 4 Responses to the Farquharson and Moore readings.
Library/research orientation session. Beginning the Literature Review.

Assignment Due:

- 1) Draft Part II A, B, and D of CA document (the **Assessment of Need**).
- 2) Read Farquharson, Chapter 2 and Moore, Chapter 4.
- 3) Make corrections on returned work.

- 5 Responses to the Farquharson and Moore readings.
Beginning the Plan of Action – Goals, Objectives, Strategies, Resources and Constraints, and Evaluation Plans.

Assignment Due:

- 1) Draft Part II C and E of CA document (the **Application of Knowledge** and the **Literature Review**).
- 2) Read Farquharson, Chapter 3 and Moore, Chapter 5.
- 3) Make corrections on returned work.

- 6 Class presentations on one source from the Literature Review.

Assignment Due:

- 1) Draft Part III of CA document (the **Plan of Action**).
- 2) Read Moore, Chapter 6.
- 3) Make corrections on returned work.

- 7 Discussion of lesson plans and implementation logs. Work with math manipulatives or some other form of “learning by doing.”

Assignment due:

Revised drafts of Parts I, II, and III of the CA document. This **midterm assessment** will be graded.

- 8 Group work on strategies.

Assignment Due:

- 1) Draft two lesson plans and implementation logs for Part IV of the CA document (the **Implementation** of the Plan of Action).
- 2) Read Moore, Chapters 7 and 8.

- 9 Field trip to Bank Street College Bookstore, 112th Street and Broadway.

Assignment Due:

- 1) Draft two more lesson plans and implementation logs for Part IV of the CA document (the **Implementation** of the Plan of Action).
- 2) Read **Farquharson, Chapter 8 and Moore Chapter 10**.

- 10 An overview of educational assessment. Beginning the Assessment of Results. Work in the computer lab on techniques for finding grade averages.

Assignment Due:

Draft two more lesson plans and implementation logs for Part IV of the CA document (the **Implementation** of the Plan of Action).

- 11 Using technology in the classroom: an introduction to PowerPoint.

Assignment Due:

Draft Part V of the CA document (the **Assessment of Results** of the CA).

- 12 Final integration of dimension class work into the CA document: connections and transitions. 5-minute PowerPoint presentations by students.

Assignment Due:

A PowerPoint presentation of one part of the CA document.

- 13 Group work on writing abstracts. Reading Farquharson: the ethics of educational intervention, re-considered. A re-evaluation of values.

Assignment Due:

Completed **CA document**, including a Cover Page, Abstract, Table of Contents, References page, and Supervisor's Evaluation. Attach the midterm draft of Parts I-III.

- 14 Reports on Implementation logs. Stepping back: The benefits and costs of educational progress. Reflections from literature and history.

Assignment Due:

Prepare reports on Implementation Logs.

- 15 Assessment conferences.
From teaching to counseling.

Recommended Readings

Bitter, G., & Pierson, M. (1999) *Using technology in the classroom* (4th ed.). Boston, MA: Allyn and Bacon.

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco: CA: Jossey-Bass.

Eggen, P.D., & Kauchak, D.P. (1996). *Strategies for teachers* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

Forsyth, I., Jolliffe, A., & Stevens, D. (1995). *Planning a course*. Philadelphia: Taylor & Francis.

Gallavan, N.P. (1998) Why aren't teachers using effective multicultural education practices? *Equity & Excellence in Education*, 3(92), 20-28.

Gregory, V.L., Stauffer, M.H. & Keene, T.W., Jr. (1999). *Multicultural resources on the internet*. Englewood, Co: Teacher Ideas Press.

Heinch, R., Molenda, M., Russell, J.D., & Smaldino, S.E. (1996). *Instructional media and new technologies for learning* 5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Jones, D. (1998). *Exploring the internet using critical thinking skills*. New York: Neal-Schuman Publishers.

Meltzer, M., & Palau, S.M. (1996). *Acquiring critical thinking skills*. Philadelphia: W.B. Saunders.

Ornstein, A.C. (1999). *Strategies for effective teaching* (3rd ed.). Boston: MA: McGraw-Hill.

Popham, J.W. (1998). *Classroom assessment*. Boston: MA: Allyn and Bacon.

Rogers, S., Ludington, J., & Graham, S. (1998). *Motivation and learning: A teachers guide for building excitement for and igniting the drive for quality*. Evergreen, CO: Peak Learning Systems.

Trenholm, S., & Jensen, A. (1996). *Interpersonal communication* (3rd ed.). Belmont, CA: Wadsworth Publishing.

Wilens, W. (1991). *Questioning skills for teachers*. Washington, DC: National Education Association.

Abilities checklist: By the end of the semester you will demonstrate that you can:

a. Explore opportunities to improve the world.

Research learning needs in your organization and ways to address them.

b. Choose the best goal.

Select a goal for promoting empowerment at your organization through teaching and communication.

c. Agree on a plan.

Develop a plan to meet your teaching and communication goal, including objectives, strategies, and an evaluation plan.

d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed.

Maintain a record of progress toward your goal; evaluate each recorded event; revise the plan as needed.

Describe how you are using knowledge to achieve your goal.

e. Assess the results and plan the next steps.

Assess how well you have met your goal for promoting empowerment through teaching and communication.

Plan how to use the knowledge gained and about teaching and communication in your future work.

OUTLINE OF THE CONSTRUCTIVE ACTION DOCUMENT

Note: Each of the five main sections of the CA document must include at least four references to texts assigned in the student's dimension classes.

I. Exploration of the Teaching/Learning Environment

A. Statement of Purpose (**due Week #2**):

- 1) Paraphrase the semester's Purpose as it appears in the MCNY Bulletin or the Purpose IV Handbook. Use quotation marks and page numbers to cite

Note: Students are responsible for all work, even when absent or late.

any words that are not your own. (See APA Citation and Reference Manual.)

- 2) In your own words analyze this Purpose in terms of the five Dimensions.
- 3) Identify your own educational values by analyzing your past educational experience.
- 4) Relate John Dewey's "My Pedagogic Creed" to the Purpose-centered educational program offered at Audrey Cohen College. (Note: this part of the CA document should be inserted after you have read Dewey in your Values course.)

B. Agency Analysis (due Week #3):

- 1) In your own words, develop an overall analysis of your field placement agency as a system.
- 2) Analyze the agency in terms of how it addresses both the individual's and society's educational needs.
- 3) Discuss the agency in terms of its relationship to other educational systems (e.g. schools, families, neighborhoods, etc).

C. Job Analysis (due Week #3): Analyze your own position at the agency in terms of teaching and communication.

II. Assessment of Need

A. Methodology (due Week #4): Using Farquharson and Moore as references, explain how you identified the need your Constructive Action will address. Who was involved in this process? Summarize your needs assessment interview with your supervisor and/or learners.

B. Description of Need or Opportunity for Empowerment: (due Week #4): Describe the background and provide several specific examples of the need that you will address in your Constructive Action. What learning "gap" do you intend to fill?

C. Application of Knowledge to Action (due Week #5): Integrate knowledge from your Dimension classes to amplify your understanding of your learners' needs. What books and authors covered in your courses this semester have helped you determine your CA goal?

D. Description of the Citizens (due Week #4): Using knowledge from your Self and Others class, describe the learners in terms of their developmental stage, cultural background, and individual learning needs.

E. Literature Review (due Week #5): Review scholarly and professional literature relevant to your Constructive Action. Four different kinds of sources must be included: the Farquharson and Moore texts, a classic in educational theory, 2-4 articles, and at least one film (see handout).

Starting a new page for each entry, use the APA style to state the author, year of publication, title, and publication data for each book, article, or film that you use as reference.

- 1) Under each entry, summarize briefly **in your own words** the main points of the article or book chapter you plan to make use of, and
- 2) Describe the source's specific relevance to your CA. Identify useful teaching strategies that you have discovered in this text. **If you include quotes, be sure to put quotation marks around the author's words and include the page number in parentheses at the end.**

III. Plan of Action (**due Week #6**):

- A. Long-term Goal: State in one sentence your long-term goal for your constructive action. (i.e. answer the question: What is my overall **goal for my learners**?)
- B. Objectives: State several performance objectives that you intend for your learners to achieve by the end of the semester. (i.e. answer the question: What will **the learners** have to do in order to achieve my goal for them?)
- C. Strategies: State the strategies you expect to use to help the learners meet the objectives. (i.e. answer the question: What will **I** need to do in order to ensure that the learners achieve the objectives I have set for them?) Identify each strategy as teacher-centered or learner-centered.
Note: Each strategy should refer to a text from your literature review and/or from your dimension classes.
- D. Resources and Constraints: Assess the resources and constraints
 - 1) that you yourself bring to this Constructive Action;
 - 2) that are available to you at the agency (e.g. supervisor, co-workers, other professionals, library, videotapes, instructional materials, etc.);
 - 3) that come from external sources.**Note: This information may be included in the form of a table.**
- E. Plan to Evaluate your Project: (i.e. answer the question: How will I measure my learners' progress towards the goal I have set out for them?)
 - 1) Identify who will take part in the evaluation of results (self, professor, supervisor, co-workers, citizens).
 - 2) Identify what kinds of performance outcomes you will evaluate (habits of punctuality? retention of information? mastery of skills? understanding of ideas?) Include Farquharson and Moore as references.
 - 3) Identify the methods and/or instruments that will be used (e.g. questionnaires, attendance sheets, tests, direct observation, logs, etc.). Integrate computer skills if possible.

IV. Implementation of the Plan (**due Weeks #8-10**): Include a lesson plan for each teaching session, plus an implementation log that includes a full description of each actual teaching session with the citizens. Follow Moore's suggestions or use the following format:

A. Each lesson plan must include

- 1) The long-term CA goal;
- 2) The objective for that lesson;
- 3) Specific strategies for that objective, labeled either teacher-centered or learner-centered. (**Again, each strategy should refer to a text from your literature review and/or from your dimension classes.**);
- 4) A detailed outline of the lesson;
- 5) Materials;
- 6) Planned evaluation of your learners' progress (diagnostic, formative, or summative).

B. Each Implementation log must include

- 1) The date of the lesson;
- 2) A narrative of what happened;
- 3) What might have been done differently;
- 4) Plans for the next class.

V. Assessment of Results (**due Week #11**):

A. Changes in the Plan of Action: Explain any changes you have made.

B. Include an analysis of Objectives and Strategies: List which of your objectives and strategies were successful and which were not. Explain the successes and the failures.

Note: This information may be presented in the form of a table.

C. Evaluation:

- 1) Analyze the evaluation instruments that you selected in your Plan of Action.
- 2) Report the results achieved.
Note: This information may be presented in the form of an Excel document.
- 3) What does the evaluation data say about your performance of this Constructive Action?
- 4) What are the "next steps" for each of your citizens?

D. Discussion

- 1) Discuss what you learned about teaching and communication from your fieldwork this semester.
- 2) Discuss the results in terms of empowerment and knowledge you gained in your dimension classes. What readings have been the most important to your practice as a teacher? Name authors and discuss specific texts.

Incorporate ideas developed in the final assignments for your other courses.

- 3) What would you do differently if you were able to address this need again?
- 4) What is your advice to future teachers in the field?

SUPERVISED FIELDWORK INSTRUCTIONS

FABRICATION OF FIELDWORK

Fabrication – Inventing or falsifying any data, information or records.

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one's own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Students are required to complete at least 14 hours for 14 weeks of fieldwork in order to meet the 2 credit fieldwork requirement. In Purpose 2 fieldwork consists of 1) completing the tasks of your job description as specified by the field site, and 2) completing a 2-3 hour per week, four week long project as specified in the constructive action segment of this handbook. The project may be completed during regular internship hours; it's documentation for the constructive action document needs to be completed as homework.

Option A:

For those students who are intending to use the internships they found in Purpose 1 or who are carrying out their fieldwork at their place of employment (which has been approved by the instructor), please follow these steps:

1. Verify that the supervisor will be willing to oversee your fieldwork for a period of 14 weeks. You will be doing fieldwork at the organization for at least 14 hours per week for 14 weeks.
2. Submit a copy of the Supervised Fieldwork Acceptance Form, (Form 1) that you submitted in Purpose 1 to your constructive action instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. The Coordinators for Experiential Learning will be conducting random field site visits throughout the semester. Contact with the supervisor will be done by phone, e-mail or in person.
4. At the end of the semester, make a copy of the Supervisor's Evaluation, (Form 4). Submit the original to the supervisor and keep the copy for yourself.
5. Read the **NOTE** that follows Option B.

Option B:

For those students whom through unforeseen circumstances, need to find an internship other than the one found in Purpose 1.

1. Contact Career Services to find leads to an appropriate internship site. The Office of Career Services provides plenty of resources to assist you in the process.
2. Ask the supervisor of the organization to see if s/he will be willing to supervise your fieldwork for a period of 14 hours per week for 14 weeks. If the supervisor is willing to provide supervision, they will sign the Supervised Fieldwork Acceptance Form (Form 1).
3. Complete the Fieldwork Agency Agreement Form (Form 2) and the Organizational Profile (Form 3) in consultation with the supervisor.
4. Make copies of the Supervised Fieldwork Acceptance Form (Form 1) and submit original form to your CA Instructor by week 2.
5. Follow steps 3-5 of Option A.

Note:

- A. Please ensure that all documents are completely filled out with your name, Purpose, site, supervisor's name, and instructor's name.
- B. From Purposes 2 through 8, the four documents students must submit are:
 1. Supervised Fieldwork Acceptance Form (Form 1)
 2. Fieldwork Agency Agreement Form (Form 2)*
 3. Organizational Profile (Form 3)*
 4. Supervisor's Evaluation of Student Performance (Form 4)

*Only one version of Form 2 and Form 3 is necessary per fieldwork site. You may contact the Coordinators for Experiential Learning to determine your fieldwork site's status with MCNY.

Documents will be disseminated in your CA class (please note that your CA instructor can opt to have you obtain your fieldwork documents from the MCNY Website – www.metropolitan.edu). Students must, in collaboration with their Supervisors, fill out each form and submit the originals to their CA Instructor and retain a copy for their personal records by week 2. CA Instructors will return original forms to CELS by week 2. Students beginning class after week 2 are responsible for submitting fieldwork forms to CA Instructor shortly thereafter. Students will no longer submit or receive forms from the Office of Career Services. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Failing to submit proper documentation each semester may affect students' academic standing.

To find job leads or additional resources, you may consult the Office of Career Services at 75 Varick Street, 12th floor, Room 1279. You may phone 212-343-1234 Ext. 5003 or fax to 212-334-4890 you may also e-mail Careerservices@Metropolitan.edu.

THE VALUES AND ETHICS DIMENSION

Developmental and Comparative Study of Educational Philosophies

Overview

In the Values and Ethics Dimension course you focus on how values impact on teaching and learning. Through studying historical and contemporary debates about the contents and methods of education, you gain an awareness of the different educational values held by individuals, groups, agencies, systems, societies, and cultures. The aim of the course is to stimulate you to become more aware of your own educational values, to broaden your understanding of others' values, and to reflect on that understanding in your practice as a teacher and a learner

Objectives of the Course

To fulfill the requirements of this course, you are expected to

- a. gain a basic knowledge of educational values selected from contemporary issues and from the history of educational thought;*
- b. demonstrate critical thinking skills and an understanding of opposing points of view through textual analysis, written commentary, class discussions and debates;*
- c. relate the reading assignments to your own fieldwork;*
- d. identify value issues that arise during your Constructive Action and describe how to address them.*

Assessment

The following areas of student work contribute to the final grade in accordance with proportions assigned by the instructor:

attendance;
weekly assignments;
midterm assessment;
final assessment.

Required Readings

Noll, J. W. (2005). *Taking Sides: Clashing Views on Controversial Educational Issues*. 15th ed. Guilford: Dushkin/McGraw-Hill.

A photocopied Custom Course Packet consisting of selections from the following readings:

1. Plato's Meno.
2. John Locke's *An Essay Concerning Human Understanding*.
3. Jean-Jacques Rousseau's *Emile or On Education*.
4. Horace Mann's "Twelfth Annual Report."
5. Booker T. Washington's "Atlanta Exposition Address"
6. W.E. B. DuBois' "My Early Relations with Booker T. Washington."
7. John Dewey's "My Pedagogic Creed."
8. Paolo Freire, *Pedagogy of the Oppressed*.

Class Sessions

- 1 Introduction to the Course.
Overview of objectives, requirements and assignments. Discussion of values and ethical codes at the field placement through an analysis of the values embedded in your education at the College. In-class values clarification exercise on your beliefs about teaching and learning. This exercise should be integrated into the Purpose section of the Constructive Action.

- 2 Discussion of Assignments.

Assignment Due: A written analysis of values and ethical codes you have identified in the educational functions of your field placement. This assignment should be integrated into the agency analysis section of your Constructive Action document.

- 3 How have historical ideas helped shape educational values? Consideration of Plato's and Locke's contributions. A comparison of the epistemological assumptions embedded in each text.

Assignment Due: Read selections from Plato's Meno and Locke's Essay concerning Human Understanding in the course packet. This assignment should be incorporated into your rationale for the plan of action of your Constructive Action document.

- 4 Historical approaches, continued: Rousseau.
What are the underlying moral purposes of Rousseau's concept of "natural" education? How do Rousseau's educational values relate to the social and political context he was writing in? Do his educational values have relevance to urban education in the 21st century?

Assignment Due: Read the selections from Rousseau's Emile in the course packet or the abridgement of the text that is on line at www.ilt.columbia.edu/ilt/projects/emile/emile.html

- 5 Historical approaches continued: Horace Mann.
What were the underlying purposes of Mann's proposals for universal, compulsory, and free education for all American children? Do you share Mann's educational values? Have Mann's dreams been realized? If not, why not?

Assignment Due: Read Horace Mann's "Twelfth Annual Report" in the course packet.

- 6 Historical controversies: values in conflict—the Washington-DuBois Debate. Given the historical context of the Washington/DuBois debate, what are the strengths and weaknesses of each educator's arguments? Which man's insights are the most relevant to the education of African-Americans today?

Assignment Due: Read selections from Booker T. Washington's "Atlanta Exposition Address" and from W.E.B. DuBois' "My Early Relations with Booker T. Washington" in the course packet. This assignment should be incorporated into the rationale for your plan of action.

7 MIDTERM EXAM

- 8 Comparative Methods: Dewey and Cohen.
How do Dewey's pedagogical methods compare with those of Audrey Cohen? What are your own assessments of student-centered experiential learning?

Assignment Due: Read John Dewey's "My Pedagogic Creed" in the course packet.

- 9 What kinds of Value-Based Concerns Are Informing the Educational Processes of Other Countries? What weight do other countries' educational systems give to values such as individualism, collectivism, freedom, social order, multiculturalism -- or the values of a specific class, religion, gender, or ethnic group?

Assignment Due: A five-minute talk on the educational values of a foreign country. Your talk should be based on the educational system you selected for your Systems Dimension assignment in week three.

- 10 The Debate on the core curriculum and introduction to multiculturalism.
What is the canon? What social, educational and individual values does it foster? How is it constructed? How does it relate to contemporary social and political values, such as identity politics and political participation? On what grounds is it contested? On what grounds is it defended? How is this debate related to the debate on national standards in public school reform?

Assignment Due: Read Noll, Issue 7, “Should Multiculturalism Permeate the Curriculum?”

- 11 The Debate on Multiculturalism: What are multicultural values? What are the individual, educational, and social implications of adopting these values? To what extent are multicultural values with regard to teaching and learning applied at your field placement?

Assignment Due: Read Noll, Issue 16, “Should Bilingual Education Programs be Abandoned?”

- 12 Multiculturalism and Bilingualism: the debate continued.

Assignment Due: Prepare for an in-class debate on Multiculturalism and/or Bilingual education – Pro or Con?

Other Controversial Issues in the Schools: Which Side are Your On?

Assignment Due: Read a free-choice chapter in Noll.

FINAL EXAM

- 15 Values and the application of technology to the classroom.

Assignment Due: Read Noll, Issue 19, “Should Technology Lead the Quest for Better Schools?”

Recommended Readings

Atlas, J. A. (1993). *Battle of the books*. New York: W.W. Norton.

Darder, A., et.al. eds. (1997). *Latinos and education: A Critical Reader*. New York: Routledge.

Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom*. New York: The New York Press.

Froman, C. (1997). *Language and power*. Atlantic Highlands: Humanities Press.

Guttek, G.L. (2001) *Historical and philosophical foundations of education: Selected readings*. Upper Saddle River, NJ: Merrill/Prentiss Hall.

Gates, Jr., H. L. (1992). *Loose canons: Notes on the culture wars*. New York: Oxford University Press.

Palmer, J.A. (2003) *Fifty major thinkers on education from Confucius to Dewey*. London: Routledge.

Schlesinger, A., Jr. (1992) *The Disuniting of America: Reflections on a multicultural society*. New York: Norton.

Abilities checklist: By the end of the semester you will demonstrate that you can:

a. Clarify own values in relation to the Purpose.

Describe your values as they relate to teaching and communication

b. Describe individual and group values in past and present.

Describe the values of people in your organization, the community, and society at large toward teaching and communication, providing a historical context.

c. Identify value issues as they arise.

Identify value issues that arise during your Constructive Action. Describe how you address them.

d. Use ethical reasoning.

Use ethical reasoning to identify and resolve dilemmas that you face as you teach.

e. Act on ethical principles.

Use ethics to guide your actions.

f. Respect capacity of others to make the world better.

Encourage others to participate in teaching and communication

THE SELF AND OTHERS DIMENSION

Overview

In Purpose IV, Teaching and Communication, the Self and Others course focuses on an examination of teaching in relation to the experience of learning and to communication generally.

First, learning itself will be studied from a variety of theoretical viewpoints including phenomenological, behaviorist and cognitive processing. Learning will also be studied in relation to educational objectives, educational assessment, and interferences with the learning process. In Purpose IV, "empowerment" is defined in terms of learning a specific content.

Second, teaching will be viewed as a set of functionally interrelated activities designed to facilitate the learning process. Strategies of teaching will be related to specific educational objectives.

Finally, in Purpose IV, every encounter with a new situation or every communication with another person will be regarded as a potential teaching/learning situation. Teaching people to take charge of their own lives is offered as an aim of every teaching relationship; it stands behind every human interaction, whether or not it is formally defined in terms of teaching. Consequently, every opportunity for dialogue can become an opportunity for empowerment of self and others.

Course Goals

By the end of the semester, students are expected to:

- a. Assess your own experiences, capabilities, and interests as they relate to the role of a teacher.
- b. Compare and contrast the views expressed about education in different learning theories.
- c. Establish and maintain effective relationships with others as needed to achieve a defined Purpose.
- d. Communicate effectively with others through reading, writing, listening, and speaking.
- e. Support the ability of others to learn, teach and communicate effectively.

Assessment

The following areas of student work contribute to the final grade in accordance with proportions assigned by the instructor:

- a) attendance
- b) class participation in relation to the Constructive Action
- c) midterm assessment
- d) final assessment

Required readings (* indicates a classic source)

Myers, D.G. (2005). *Exploring psychology*. (7th Edition) New York: Worth Press.

Wadsworth, B.J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism*. (5th Ed.) White Plains, NY: Longmans.

Recommended readings - (Instructor may require some of these for class)

*Arieti, S. (1976). *Creativity: The magic synthesis*. New York: Basic Books.

Baron, J. (1994). *Thinking and deciding*. (2nd ed.) Cambridge, UK: Cambridge University Press.

Clark, K.B. (1986). *Prejudice and your child*. Wesleyan University Press.

Flanagan, J. (1997). *Quest for self-knowledge*. Toronto: University of Toronto Press.

Furth, H.G. & Wachs, H. (1975). *Thinking goes to school: Piaget's theory in practice*. New York: Oxford University Press.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Grallo, R., Breiner, B. & Aquilino, W. (2001). "Working with the adult learner." In R.M. Hashway (Ed.) *Annals of the Association for the Advancement of Educational Research: 1998-1999*. New York: University Press of America.

*Guilford, J.P. (1968). *Intelligence has three facets*. Science. 160, 615-620.

Guilford, J.P. (1986). *Creative talents*. Bearly, Ltd.

Jordan, T.J., Grallo, R., Deutsch, M. & Deutsch, C.P. (1985). *Long-term effects of early enrichment: A 20-year study of persistence and change*. American Journal of Community Psychology: 13(4), 393-415.

Note: Students are responsible for all work, even when absent or late.

Recommended Readings (cont.)

- *Loneragan, B.J. (1958). *Insight: A study of human understanding*. London: Longmans Green.
- Mwamwenda, T.M. (1995) *Educational psychology: An African Perspective. (2nd Ed.)* Durban: Heinemann Publishers.
- *Skinner, B.F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts.
- Sternberg, R.J. (1990). *Metaphors of mind: Conceptions on the nature of intelligence*.
- Sternberg, R.J. & Davidson, J.E. (1995). *The nature of insight*. Cambridge, MA: MIT Press.
- Tekippe, T. (1996). *What is Loneragan up to in "Insight"?: A primer*. Collegeville, MN: Liturgical Press.

Selected Websites:

- 1) New Books:
 - a) www.Amazon.com
 - b) www.Barnes&Noble.com
- 2) Used & Out-of-print Books: www.addall.com
- 3) Theory of "General Intelligence": www.sciencenews.org (search "General Intelligence")
- 4) Theory of Cognitional Structure: www.concentric.net
- 5) Theory of Structure of Intellect: www.soisystems.com & www.tip.psychology.org
- 6) Piaget's Theory of Intellectual Development: www.piaget.org
- 7) Plato: www.perseus.com

Class sessions

1 Introduction to Learning and Teaching

- a) definition of education
- b) factors affecting "education": learning and teaching
- c) authentic/inauthentic learning and teaching
- d) objectives in learning and teaching.

2 Learning and Teaching in Education

- a) learning as an acquisition of knowledge
- b) learning as change in behavior
- c) learning and cognitive processes
- d) learning and achievement
- e) achievement, ability, and aptitudes
- f) objectives in education
- g) assessment in education
- h) educational psychology
- i) role of theories in educational psychology
- j) communication in general

Reading: Myers, D.G. (2002) chapters 7 & 8

3 The theory of general intelligence

- a) Binet's practical problem
- b) Spearman: theorist of general intelligence
- c) Implications for educational activities related to the Constructive Action

Reading: Myers, D.G. (2002) chapter 9; Plato, Meno.

4-6 Diversity in Intelligence (I): Current theories

- a) selected cognitive processes
- b) ranges of content and products
- c) implications for educational activities related to the Constructive Action

Reading: Selected Readings

7 Diversity in Intelligence (II): Structure of Intellect

- a) processes
- b) contents
- c) products
- d) definition of "aptitude"
- e) Merrifield's modification of SI theory
- f) implications for educational activities related to the Constructive Action

Reading: Guilford, J.P. (1968) Intelligence has three facets. *Science*, 160, 615-620

8 **MIDTERM ASSESSMENT**

9-10 Development of Intelligence: Piaget

- a) stages of intellectual development
- b) "learning readiness" and transition between stages
- c) implications for educational activities related to the Constructive Action

Reading: Myers, D.G. (2002) chapter 4
Wadsworth, B.J. (1996) (selections)

11 Piaget: Developments and Criticisms

- a) moral development
- b) testing a general theory (the problem with stages)
- c) testing a general theory (cross-cultural generalization)

Reading: Wadsworth, B.J. (1996) (selections)

12 Special topics

- a) learning empathy
- b) barriers to learning
- c) learning in a democratic republic

13 **FINAL ASSESSMENT**

14 Course review.

15 Applications of key topics in Educational Psychology to Purpose 5.

THE SYSTEMS DIMENSION

Systems for Learning and Communication

Overview

Public education in the United States is touted as among the most democratic institutions in the world. Described as a "great equalizer," it aims to cure society's ills by transforming the lives of its citizens. Even though the system is propelled by the ideals of individual student achievement and equal opportunity, it functions simultaneously as a "social gatekeeper"—a practice at odds with its mission of equality. An investigation of this tension forms the centerpiece of our course.

The course focuses on social, historical, economic and political contexts in the U.S. that both support and constrain the delivery of educational services. We also examine public education in the United States today and briefly compare its goals to educational systems in other nations. Processes of innovation and the politics of change are addressed. How varied interest groups shape the system's agenda for reform is discussed. Student research skills development is also highlighted.

Objectives

- Understand the functions of public education in democratic societies.
- Describe how systems impact teaching and communication in institutions.
- Use IT resources—including websites, education research databases, and newspapers --- related to scope of the course effectively.

Assessment

Failure to complete assignments on time impacts directly on your final grade. Only in the case of extreme emergency is the grade of Incomplete considered.

Your final grade is based on the following indicators. Each will be given equal weight in the determination of the final grade.

1. Evidence of completion of all assigned work through participation in class. Since participation is based on attendance, more than three absences and/or excessive lateness (except in the case of extreme emergency), impact directly on your class participation grade.

2. Written assignments. Assignments provide an opportunity to experiment with different styles of writing and assist you to analyze and synthesize the assigned material.
3. Research Assignments. See the specific research assignments for weeks 1, 3, 5, 11, and 12. Note the indicated quizzes or other assessments of research assignments as annotated on the outline below. Your professor may use these as a means to assess your IT research skills.
4. An in-class final exam.

Required readings

Cohen, A. & Jordan J. (1996). "Metropolitan College of New York System of Education: Purpose-Centered Education" In Sam Stringfield et. al., ed., *Bold Plans for School Restructuring: The New American Schools Design*. Mahwah: Lawrence Erlbaum Associates. <http://www.audreycohen.edu/html/library/stringfield.html>

Hainstock, E. G. (latest edition). *The Essential Montessori: An Introduction to the Woman, the Writings, the Method, and the Movement*. New York: Plume/Penguin.

Noll, J. W. (2005). *Taking Sides: Clashing Views on Controversial Educational Issues*, (14thed). Guilford: Dushkin/McGraw-Hill.

Spring, J. (2005). *The American School: 1642-2000* (7th ed). New York: McGraw-Hill.

Recommended readings

Web Sites

http://www.ed.gov	The United States Department of Education
http://www.nces.ed.gov	National Center for Educational Statistics
http://www.nysed.gov	New York State Department of Education
http://www.nycenet.edu	New York City Board of Education
http://www.uft.org/	The United Federation of Teachers (union)
http://metropolitan.edu/library/library1.php	MCNY Library

Other Texts

Benhabib, S. (1996). "Toward a Deliberative Model of Democratic Legitimacy." In *Democracy and Difference*, ed. Seyla Benhabib. Princeton: Princeton University Press.

Cremin, L. (1988). *American Education: The Metropolitan Experience*. New York: Harper and Row.

Darder, A., Torres, R. D. & Gutierrez, H. (1997). *Latinos and Education*. New York: Routledge.

Note: Students are responsible for all work, even when absent or late.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: NewPress.

Espinoza, Herold, Mariella (2002). *Issues in Latino Education: Race, School Culture, and the Politics of Academic Success* Allyn & Bacon.

Lewis, A. C. (1992). "*The Politics of Policy Making*." Phi Delta Kappan. March 1992.

Lijphart, A. (1997). "Unequal Participation: Democracy's Unresolved Dilemma." American Political Science Review, 91:1, March 1997, 1-14.

MacDonald, Victoria-Maria (2004). *Latino Education in the United States : A Narrated History from 1513-2000*. New York: Palgrave Macmillan.

Ogbu, John U. (1988). "Literacy and Schooling in Subordinate Cultures: The Case of Black Americans" in Eugene R. Kintgen ed. et al *Perspectives on Literacy*. Southern Illinois University: Carbondale.

Ravitch, Diane. (1984). *The Troubled Crusade: American Education 1945-1980*. New York: Basic Books.

Webber, T. (1978). *Deep Like The Rivers: Education in the Slave Quarter Community, 1831-1865*, W.W. Norton and Company, Inc.

Outline

- 1 Introduction to the Course.
Requirements, objectives and methodology. Philosophies of education and their role in societies. The purpose and function of public education in the United States. Historical overview. Identification of purpose and function of educational systems at the agency. Library database research: using ERIC on-line. Preparation for debate. Quiz on using EBSCO.

LAB---ERIC through EBSCO—<http://www.mcny.edu>

- 2 The Social Context of Public Education Today
Identification of the social, historical, economic and political contexts of your agency's teaching/learning functions. Cultural domination and ideology in the development of educational systems. Spring's analysis of ideological management and its relationship to institutional development.

Basic outlining techniques.

Assignment due: 1) Spring, chapter 1. 2) Take notes of chapter 1 and bring your notes to class.

- 3 Key Concepts in Education and Society:
A comparative approach. Contest and sponsorship mobility. Problems in international comparative analysis of systems. Discussion of the use of information from varied web-sites including: <http://www.nces.ed.gov> National Center for Educational Statistics. Quiz on web-site navigation.

Assignment due: 1) Presentation of independent research project on the aims and structure of public education in a different country. Use EBSCO to find at least 2 authoritative, peer-reviewed journal article sources. Use the MCNY library for book sources. All sources must be less than 10 years old. The more recent the source material, the better. 2) Bring to class a written outline of your presentation, your notes, and xeroxed copies of all the materials you consulted.

- 4 From Colonial Education to National Identity
The role of religion in the development of colonial education. The needs of the emergent nation and the role of education. The tensions of the modern nation: between freedom and patriotism.

Assignment due: 1) Spring, chapters 2 & 3. 2) Write a one-page essay that identifies what you think is the most important issue in the history of education according to Spring. Discuss the relevance of this issue to the system of public elementary education in the U.S. today and to your constructive action project. Be specific.

- 5 & 6 Common School to Multiculturalism
The role of the economy in shaping educational systems. Individual and group *agency* (advocacy, activism) in school reform; gender and the teaching occupation. Centralization v. localism and standardization, differentiation of function, specialization, universalism and particularism. The experiences of Native Americans, Asian Americans, African Americans, and Latinos in the U.S. Culture, language policies, segregation, citizenship, national identity.

LAB Week 5—

http://www.ed.gov	The United States Department of Education
http://www.nysed.gov	New York State Department of Education
http://www.nycenet.edu	New York City Board of Education

Web-site navigation quiz.

Assignment due: 1) Spring, chapters 4-7. 2) Write and bring to class a two-page summary of chapters 4 and 7.

- 7 The School as Social Service Provider; the Workplace

Assignment due: 1) Spring, chapters 8-10. 2) Write and bring to class a 2 page essay that examines how Spring uses his framework of ideological management to explain the social welfare functions of the schools.

8 The Problem of Differing Constituencies

Assignment due: 1) Spring, chapter 11. 2) preview <http://www.uft.org> The United Federation of Teachers. 3) Write a two-page essay that relates the main idea of the chapter to your internship experience this semester.

LAB Week 8—<http://www.uft.org>

9. Educational Policy: National Agendas Reconsidered

Assignment due: 1) Spring, chapter 13. 2) Write and bring to class a 1 page essay that describes how national educational policy is formulated.

10 Selected Educational Controversies 1

Assignment due: 1) Noll, Selection, TBA by your professor. 2) Write and bring to class a two page essay in which you take a side in the assigned controversy. Use previous readings from the course to support your argument.

11 Current Concerns: The Media and Popular Culture

Assignment due: 1) Spring, chapter 12. 2) Write a two-page essay that describes how school violence is discussed in the media. Conduct outside research to support your point of view. Assessment of research.

LAB WEEK 11-- Exploring Popular Culture and Education on the Web
<http://metropolitan.edu/library/library1.php>

12 Selected Educational Controversies 2

Assignment due: 1) Noll, Selection, TBA by your professor. 2) Newspaper research assignment on the issue from the Noll book that is assigned with xeroxed copies of the materials you consulted and a written one to two page summary of the main points you identified in your research. Assessment of research.

13 How Systems Change

Assignment due: 1) Spring, chapters 14-15. 2) Cohen and Jordan, "Metropolitan College of New York System of Education: Purpose-Centered Education" 3) Hainstock, "Maria Montessori: The Woman and the Method" and "Introduction of the Method into the United States", pp. 9-38. 4) Write a 2 page paper based on the reading that identifies, describes, and explores what you think

are the most significant forces that have shaped major changes in the US educational system.

- 14 **Review and Preparation for Purpose 5.** The application of systems in teaching to systems in counseling.

Assignment due: 1) Write and bring to class a list of questions you developed about the material we explored this semester in preparation for the exam.

- 15 In-Class Final Exam.

THE SKILLS DIMENSION

Math IV for Human Services:
Using Introductory Statistics for Teaching and Communication

Overview

The Purpose IV Skills Dimension class focuses on introducing you to ways in which statistics can be used to enhance your teaching and learning. The course will emphasize concepts over computation and whenever possible will explain topics by relating them to your Constructive Action goals. The overall aim of the course is to give you a conceptual understanding of statistics and to develop your statistical reasoning skills.

Objectives

- a. Demonstrate an understanding of correlation and causality.
- b. Apply sampling techniques to a teaching project at your agency.
- c. Develop hypotheses and test them.
- d. Create a Two-Way Table to evaluate data from your Constructive Action.

Assessment

Assessment will be based on the following:

1. Class attendance and punctuality	10%
2. Homework	15%
3. Midterm Exam	35%
4. Final Exam	25%
5. Term Assignment	<u>15%</u>
6. Total	100%

Required Readings

Bennett, J. O., William L. B., & Triola, M. F. (2000). *Statistical Reasoning for Everyday Life*. Boston: Addison Wesley.

Required Supplies

Supplies needed for the course: Colored pencils, rulers, TI 34 II Calculator, index cards, folders, 3.5 computer diskette, and 8½ by 11 composition notebook, Access to the software, EXCEL.

Note: Students are responsible for all work, even when absent or late.

Class Sessions

1. Introduction to Course.

Overview of objectives, requirements, and assignments for the course. Discussion of the use of statistics in the human service field, and in particular the use of statistics in education. The research design process. Planning. Statistical assumptions and the need for testing.

- Problems in predicting student achievement based on aggregate statistical data and individual test scores.
- Relationships between institutional expectations and student learning outcomes.
- Discussion of Term Assignment: Write a short report on two articles from *Teaching Children Mathematics* a journal of the National Council of Teachers of Mathematics

2 *Teachers' expectations of students. The relationship between teacher expectation and students' achievement scores. The relationship between student achievement scores and the expectations of the student. Problems with using student scores as a prediction for student achievement. Labeling Theory.*

Assignment due: Chapter 6, "Probability in Statistics" in Statistical Reasoning for Everyday Life:

Statistical Significance

Basics of Probability
In the Long Run, What Do You Expect?
Rules for Combining Probabilities

3-4 How variables that impact on learning outcomes are identified? Correlation studies and their relationship to practice. Educational research studies and causality.

Assignment due: Chapter 7, "Correlation and Causality" in Statistical Reasoning for Everyday Life:

Seeking Correlation

Interpreting Correlations
Best-Fit Lines and Prediction
The Search for Causality

5-7 How does sampling relate to educational research? Selecting a population. What are the problems with using a teaching group as a sample for understanding teaching and learning at your agency? **Midterm Exam** will occur during the seventh session.

Assignment due: Chapter 8, “From Samples to Populations” in Statistical Reasoning for Everyday Life:

Sampling Distributions

Estimating Population Means
Estimating Population Proportions.

- 8-10 Developing hypotheses about the efficacy of your teaching strategies for selected populations. Design tests of hypotheses.

Assignment due: Chapter 9, “Hypothesis Testing” in Statistical Reasoning for Everyday Life:

Fundamentals of Hypothesis Testing

Setting Up Hypothesis Tests
Hypothesis Tests for Population Means
Hypothesis Testing: Further Consideration
Hypothesis Testing: Population Proportions

- 10 Midterm Exam
- 11-13 Collecting, Presenting and Interpreting evaluation data from the Constructive Action.

Assignment due: Chapter 10, “Relationships in Tables” in Statistical Reasoning for Everyday Life:

Understanding Two-Way Tables

Hypothesis Testing with Two-Way Tables
Risk, Paradox, and Probability

- 14 FINAL EXAM
- 15 Using Math in Preparation for Purpose V. Bridges from teaching to counseling. Problems in applying aggregate data to understanding individuals.

Abilities Checklist

By the end of the semester you will demonstrate that you are competent to:

Apply appropriate statistical skills;
Solve statistical problems using techniques of sampling and hypothesis testing;
Apply statistical concepts to evaluate the data from your Constructive Action;
Plan how to apply knowledge gained about teaching and communication to your work as a human service professional.
Write a summary report of an article from a mathematical journal