



Course Information

Course Title	Introduction to the Teaching Profession
Course Prefix, Num. and Title	EDUC 1301
Division	Technology & Business
Department	Education & Early Childhood
Course Type	Academic General Education Course (from ACGM, but not WCJC Core)
Course Catalog Description	An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.
Pre-Requisites	EDUC 1301 Introduction to the Teaching Profession Texas Success Initiative (TSI) Reading and Writing requirements met and students must pass a criminal history check.
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	16 hours of observations scheduled outside of class

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

1. An overview of the history of education and the kindergarten movement from their earliest forms to modern education both in America and other cultures/nations
2. Introduction to appropriate theoretical considerations regarding current educational philosophy spanning early childhood, elementary, middle school, and secondary education (Maslow, Bronfenbrenner, Piaget, Erikson, Vygotsky, Gardner, Bandura, and classical behaviorism)
3. Introduction to education as an academic discipline with an overview of the teaching profession as a career (including a review of the various high-need career fields in education)
4. Description of the professional demeanor and character traits of an educator
5. Description of and discussion about the role of the teacher at the various levels (early childhood, elementary, middle school, high school)
6. Overview of admission and academic requirements for educators (including certification requirements)
7. Introduction to the bureaucratic frameworks of schools, including a comparison of the structures of public, private, and parochial schools
8. Introduction to modern educational movements and trends (including inclusion of children with special needs into general education classrooms, dual language programs, advanced placement courses in high school, and the International Baccalaureate Degree)
9. Overview of relative successes and failures of the various forms of education in modern America and other nations
10. Overview of current educational research and theory, both domestic and cross-cultural
11. Overview of the roles of school administrators and teachers in the community, both academically and organizationally
12. Introduction to basic school curriculum models and their related philosophies
13. Introduction to the contemporary issues and concerns related to economically- disadvantaged students and schools
14. A look at the relationship of formal education to standard of living and economic development; definition of the "Achievement Gap" and the role of SES (socio-economic status) in student achievement and levels of family involvement in schools
15. A basic introduction to the education of students with special-needs (particularly the Individuals with Disabilities Education Act-IDEA)
16. A basic introduction to terminology used in special education (Admission, Review, and Dismissal meeting-ARD, Individual Education Plan-IEP, inclusion, related services, continuum of services)
17. Introduction to the role of language and culture of families in the success and failure of students, including the education of non-English speaking students
18. Introduction to the dimensions of gender, class, and race in education
19. Overview of landmark supreme court decisions guaranteeing due process (the 14th amendment) to students with disabilities and to those students with racial, gender, and language differences
20. Introduction to the differences among urban, rural, and suburban schools and their issues and concerns
21. Overview of the conflicts between the public and the educational institution, and between parents, teachers, and administrators, particularly in the area of school funding
22. Overview of the school as a socializing agent in children's development
23. Overview of the role of school accountability, state standards, and standardized testing and issues surrounding each
24. A discussion of policies and practices relating to student discipline (such as due process).
25. Introduction of basic school law and funding practices, including federal, state and local requirements, policies, options, and rationale
26. Overview of common school-related technical documents such as charts, graphs, tables, and other statistical presentations

27. Introduction to current education information and statistics by electronic means
28. Exposure to actual classroom settings and/or school meetings where current educational practices and issues may be observed and discussion of these observations in a written format
29. Overview of current issues in education as presented and discussed from the textbook and current news stories
30. Overview of possible future trends in education in grades Pre-K through 12
31. Practice of the following domains in the State Board for Educator Certification Pedagogy and Professional Responsibilities standards: I. Designing instruction and assessment to promote student learning, II. Creating a positive, productive classroom environment, III. Implementing effective, responsive instruction and assessment, and IV. Fulfilling professional roles and responsibilities.

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Identify current issues influencing the field of education and teacher professional development.
2. Analyze the culture of schooling and classrooms from the perspectives of language, gender, socioeconomic, ethnic, and disability-based academic diversity and equity.
3. Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of teachers.
4. Evaluate personal motivations, educational philosophies, and factors related to educational career decision making.
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students.
6. Students will select and research one historical contributor in the field of education in order to explain the relevance of this individual to current educational practices.

Methods of Assessment:

- 1.2.4.5. Midterm/ final exams, and any other tests deemed necessary by the instructor. The midterm must include a minimum of one essay question (minimum grade of 70 required to pass standard).
3. Observation summaries of classrooms from PK-grade 12, graded by a rubric (minimum grade of 70 required to pass standard).
4. Short paper on defining an educator (elementary, middle school, special education, or high school teacher) and selecting a career path in education, graded by a rubric (minimum grade of 70 required to pass standard).
6. Short written outline on a historical figure in education and 3-4 minute speech graded by a rubric (minimum grade of 70 required to pass standard).

Required text(s), optional text(s) and/or materials to be supplied by the student:

Ryan, K., Cooper, J., & Bolick, C.M. (Most recent edition). *Those who can, teach*. Boston: Cengage.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None. Classroom space allowing small group interactions is preferred.

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Work must demonstrate college level reading, writing, and critical thinking levels:

Midterm (covering readings/discussion)-25%

Final (covering readings/discussions)- 25%

Written assignments (observation summaries), speech, and paper -40%

Class Participation and Attendance-10%

90-100-A Excellent Work

80-89-B Good Work

70-79 C Average Work

60-69 D Minimal Level of Work

59 and below- F Does not pass course standards

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist