

Syllabus
EDUC 1110
Introduction to Professional Education
2021

Committee Members:

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The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Adopt
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

Course Number: EDUC1110
Course Title: Introduction to Professional Education
Pre-requisite: None

Course Description: An overview of education in the United States viewed in terms of history, philosophy, finance and governance. Encourages critical thought regarding the role of education in our ever-changing diverse society, the role of the teacher, and educational practices in schools. The course is designed to help students explore education as a prospective career.

Credit Hours: 3.0 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Examine the components and implications of professional education related to an ever-changing, diverse society.
2. Investigate issues related to philosophies and pedagogies of education.
3. Develop student awareness of the influence of issues related to the history of education.
4. Acquaint students with the governance and financial aspects of PK-12 education.
5. Explore legal and ethical issues facing teachers and education.
6. Develop self-awareness in relationship to teacher dispositions, responsibilities, and career opportunities.
7. Explore emerging trends in curriculum and instructional methodologies by analyzing their effects on education.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

For Objective 1 (INTASC #3 and 7):

- 1(a). Discuss the impact of the driving social forces on education today and in the past.
- 1(b). Reflect upon diversity in the United States today and its effects on education.
- 1(c). Identify the impact of national and international influences on the curriculum in schools today and in the future.

For Objective 2 (INTASC #4, 5, 6, 7, 8):

- 2(a). Identify the major elements of each of the identified schools of philosophy.
- 2(b). Describe how each school of philosophy is reflected in the historic evolution of schools.
- 2(c). Analyze reasons for the emergence of the various schools of philosophy.

- 2(d). Identify how each school of philosophy influences the teacher's role.
- 2(e). Describe how different schools of philosophy alter assessment of learning.
- 2(f). Assess how a philosophy of education may influence curriculum design, teaching strategies, the mission of the school and its goals, objectives, and performance standards.
- 2(g). Explain how pedagogical techniques have changed teaching and altered the preparation of teachers.

For Objective 3 (INTASC #9):

- 3(a). Describe how the major events of a given time period influence the education process of that period.
- 3(b). Demonstrate how historical events relate to the issues facing education today.
- 3(c). Describe how the events and reoccurring educational themes shape reflections of previous historic periods.
- 3(d). Identify how the teacher's role was influenced by the historic period.

For Objective 4 (INTASC #10):

- 4(a). Distinguish between the local, state, and federal role in PK-12 education.
- 4(b). Summarize the key sources of funding for PK-12 education.

For Objective 5 (INTASC #9 and 10):

- 5(a). Analyze ethical and legal issues in education such as justice, dignity, rights, and responsibilities.
- 5(b). Identify how ethical and legal issues relate to social forces and historical periods.
- 5(c). Describe the freedoms and personal responsibilities of teachers as moral agents.
- 5(d). Explain the need for a professional code of ethics.

For Objective 6 (INTASC #1):

- 6(a). Examine varying factors in determining teacher supply and demand.
- 6(b). Evaluate personal attributes in relation to careers in education.
- 6(c). Recognize the value of the professional responsibilities of a teacher.

For Objective 7 (INTASC #1, 2, 3):

- 7(a). Distinguish between subject and student-centered curriculum.
- 7(b). Identify curriculum development efforts and influences at national, state, and local levels.
- 7(c). Identify and analyze characteristics and effects of varied instructional approaches and educational technologies.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Student Diversity
- B. Philosophical Foundations of U.S. Education
- C. History of U.S. Education
- D. Governance, Finance and Other Influences on U.S. Education
- E. Ethical and Legal Issues in Education
- F. Teacher Effectiveness
- G. Job Options in Education
- H. Educational Reform

V. INSTRUCTIONAL MATERIALS

- A. Suggested Texts:
 - Ryan and Cooper (Cengage Publishing). Current Edition. *Those Who Can, Teach.*
 - Tozer, Violas and Senese (McGraw-Hill). Current Edition. *School and Society: Historical and Contemporary Perspectives.*
 - Parkay (Pearson). Current Edition. *Becoming a Teacher.*
- B. Supplemental handouts, slides, videos, etc. – supplied by instructor.

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation traditionally include a combination of the following:
 - 1. Technology Enhanced Lecture
 - 2. Large and Small Group Classroom Discussions
 - 3. Peer Response Groups
 - 4. Interactive Group Activities
 - 5. Journaling
 - 6. Conferencing
 - 7. Computer Aided Instruction
 - 8. Audio Visual Materials
 - 9. Presentations by Experts from the Educational Field

VII. METHODS OF EVALUATION

- A. Methods of evaluation, although determined by the individual instructor, traditionally include a combination of the following:
 - 1. Attendance and Participation
 - 2. Assignments
 - 3. Exams and/or Quizzes
 - 4. Performance and Observational Assessment
 - 5. Portfolios

Students will receive a course outline/syllabus indicating the instructor's specific attendance policy, course requirements, and grading criteria.

VIII. INSTITUTIONAL DEFINED SECTION

- A. It is important for students to check requirements at the transfer institution they plan to attend.
- B. Other requirements as determined by instructor/college.