

Syllabus
EDUC 1110
Introduction to Professional Education
2024

Committee Members:

Amy Mancini & Beth Anson, Central Community College
N/A, Metropolitan Community College
Tyler Esch & Loretta hauxwell, Mid-Plains Community College
N/A, Northeast Community College
Nick Salestrom, Mary Hagemann, & Kim Paul, Southeast Community College
Robin Hayhurst, Western Nebraska Community College
Kweku Ocran, Little Priest Tribal College
Viji Rajasekar, Nebraska Indian Community College

Facilitator: Nick Salestrom

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	05/29/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	06/05/2024	Adopt
 Chief Academic Officer, Metropolitan Community College	06/07/2024	Adopt
 Chief Academic Officer, Mid-Plains Community College	05/29/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	06/05/2024	Adopt
 Chief Academic Officer, Northeast Community College	05/29/2024	Adopt
 Chief Academic Officer, Southeast Community College	05/31/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	05/29/2024	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. Introduce 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. Introduce students to the governance and financial aspects of K-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:

1. Explain the components and implications of professional education related to an ever-changing, diverse society.
2. Describe the influence of philosophies of education on current educational practice.
3. Draft a personal philosophy of education.
4. Demonstrate an awareness of issues related to the history of education and how recurring themes influence the educational process.
5. Identify current local, state, and national governance and financial structures affecting K-12 education.
6. Describe legal and ethical issues facing teachers and education.
7. Demonstrate awareness of teacher dispositions, responsibilities, and career opportunities.
8. Explain emerging trends in curriculum and instructional methodologies and their effects on education.

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, open educational resources (OERs) etc. – as determined 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.