



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**INTRODUCTION TO TEACHING PROFESSION
EDU6211 3 Credit Hours**

Student Level:

This course is open to students on the college level in their sophomore year.

Catalog Description:

EDU 6211 - INTRODUCTION TO TEACHING PROFESSION (3 hrs)

The Introduction to Teaching course covers history of education in the United States, purposes of formalized schooling, contextual factors which influence student populations, influences on student learning and development, laws and governance of education in the United States, funding, educational reform, curriculum and learning standards, instructional strategies and the practice of teaching, technology in education, diverse learners, elements and design of positive and effective learning environments, ethical and legal issues within education, educational philosophies, and assessment.

Prerequisites: Comp I & Comp II

Concurrent Enrollment in EDU6212 Introduction to Teaching Profession Field Experience

Recommended: US History, General Psychology, Sociology (or equivalent), College Algebra, Computer Applications

Controlling Purpose:

The Introduction to Teaching course covers history of education in the United States, purposes of formalized schooling, contextual factors which influence student populations, influences on student learning and development, laws and governance of education in the United States, funding, educational reform, curriculum and learning standards, instructional strategies and the practice of teaching, technology in education, diverse learners, elements and design of positive and effective learning environments, ethical and legal issues within education, educational philosophies, and assessment.

Learner Outcomes:

- Demonstrate a basic understanding of how specific events and individuals reform schooling and education in the United States.
- Discuss various contextual factors and the implications on teaching in today's classroom.
- Demonstrate a basic understanding of standards and lesson plan development
- Evaluate current funding or political issues and determine how those might influence the field of education and teaching.

- Evaluate scenarios to determine philosophical ideals practiced or supported
- Develop a beginning educational philosophy statement
- Discuss various positions available in the field of education and the role of today's educator
- Create learning environment that supports the physical, intellectual, social and emotional growth of children.
- Students will develop an understanding of the importance of establishing collaborative relationships with parents and community to meet the various needs of the students.
- The student will demonstrate the ability to create integrated units which address specific grade level standards as well as learning abilities of the students based upon data from contextual factors research.

Units Outcomes and Clock Hours of Instruction for Core Curriculum:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

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| A | = | All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field. |
| B | = | All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved. |
| C | = | All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background. |
| D | = | A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field. |
| F | = | Failing, will be computed in GPA and hours attempted. |
| N | = | No instruction or training in this area. |

UNIT 1: Professionalism and Reflection

Outcomes: Upon completion of this unit the student will

A	B	C	D	F	N	Specific Competencies
						Evaluate personal commitment and understanding of responsibility in the learning process through regular attendance, timely completion of assignments and participation in group discussions.
						Demonstrate appropriate attitude toward self, curriculum or subject matter, peers, and faculty and staff and/or other professionals.
						Describe qualities of an effective leader.
						Evaluate personal dispositions of becoming a teacher through collecting evidence of knowledge, skills, performance and self-motivation through a self-reflective process.
						Analyze and evaluate ideas discussed in class to develop conclusions on the influences of those ideas upon teaching and/or learning process through a formal writing process.
						Reflect clear, concise view points and justify conclusions through supportive statements rather than personal opinions or judgments in oral communication
						Demonstrate critical thinking through recognition of challenges and development of possible solutions.
						Demonstrate effective collaboration skills through active listening, contribution of ideas and respect for multiple respective.
						Demonstrate leadership skills by facilitating others and analyze group dynamics to address challenges.
						Create collaborative relationships with professionals in the field.

UNIT 2: Teaching Profession

Outcomes: Upon completion of this unit the student will be able to

A	B	C	D	F	N	Specific Competencies
						Evaluate the role of today's teacher and determine what attributes he/she might have which correspond to becoming an effective educator.
						Discuss and review various positions available in the field of education
						Define, recognize, and evaluate the characteristics of effective schools.
						Develop awareness of the state licensure process, options and requirements
						Demonstrate an understanding of the process for applying to an accredited education program, which offers the required degree needed for licensure consideration.
						Recognize discipline knowledge, curriculum content knowledge, and pedagogical content knowledge and/or instructional strategies within scenarios or classroom settings.
						Recognize learning styles and be able to utilize appropriate instructional strategies in lesson planning to address varied learning needs.
						Recognize and evaluate classroom and behavior management techniques.
						Analyze various assessment tools and strategies and their effectiveness.
						Analyze classroom settings and environments
						Design lesson plans which encourage varied levels of cognitive thinking to promote higher level skills (i.e. Bloom's Taxonomy)

UNIT 3: Human Development & Diversity						
Outcomes: Upon completion of this unit the student will be able to						
A	B	C	D	F	N	Specific Competencies
						Recognize the diversity of today's students and determine the various challenges that might be present in the classroom and/or the implications on teaching and learning.
						Evaluate the social and economic challenges faced by many of today's students and determine the possible implications upon teaching. Develop solutions to those challenges and/or implications when considering lesson activities.
						Recognize various learning styles or student learning needs and demonstrate ways to implement accommodations or modifications to meet student needs.
						Understand the different motivations of students and determine how to implement strategies to engage students in the learning process.
						Demonstrate an understanding of how society affects schools or how schools can affect society.
						Demonstrate the importance of understanding human growth and development (i.e. cognitive, social, emotional and physical) in the learning process by creating lesson plans that are age or developmentally appropriate.

UNIT 4: History & Philosophy of Education						
Outcomes: Upon completion of this unit the student will be able to						
A	B	C	D	F	N	Specific Competencies
						Understand the historical influences in the field of education and compare and contrast education of past and present
						Create lesson plans and learning environments which demonstrate the student's current educational philosophy.
						Demonstrate an understanding of the various influences contributing to reform in the American schools and predict future outcomes of those influences.
						Evaluate scenarios to determine the educational philosophy being practiced or supported.
						Self-assess personal views to create a beginning educational philosophy statement.

UNIT 5: School Governance & Finance						
Outcomes: Upon completion of the unit the student will be able to						
A	B	C	D	F	N	Specific Competencies
						Understand the organizational structure of a typical state school system and define the responsibilities of various governing bodies or individuals.
						Evaluate political influences on schooling and predict how current legislation will affect current practices in the field.
						Recognize and discuss the laws that govern schools, teachers, and students and determine their effectiveness.
						Be aware of school emergency policies and procedures.
						Describe how schools are funded.

UNIT 6: Technology						
Outcomes: Upon completion of the unit the student will be able to						
A	B	C	D	F	N	Specific Competencies
						Review instructional and assistive technology and demonstrate how current technology can affect teaching and student learning.
						Evaluate key issues in educational technology.
						Demonstrate advanced skills in technology: <ul style="list-style-type: none"> a. Spreadsheets to demonstrate student learning or progress b. Create visuals to integrate into lessons and activities for integrated units c. Use online free software to enhance student learning d. Demonstrate use of peripherals e. Practice acceptable use according to college policies f. Demonstrate use of an online Learning Management System for current course work and future uses within the field of education.

Projects Required: To be determined by instructor

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required: Must current Microsoft Office package compatible to college software.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Criterion Based Evaluation:

See Unit Outcomes and Competencies.

Maximum class size:

Based on classroom occupancy

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

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Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.