



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**Introduction to Teaching Profession Field Experience
EDU 6212 1 Credit Hour**

Student Level:

This course is open to students in their sophomore year, see prerequisite and concurrent enrollment statement below.

Catalog Description:

EDU 6212 – Introduction to Teaching Field Experience (1 hr)

This is an extension of EDU6211 Introduction to Teaching Professions course and provides an opportunity for hands-on experiences in a PreK-12 classroom. Students are required to complete 25 hours in the field during the semester and reflect upon topics and issues presented in the EDU6211 course.

Co-requisite of EDU6211 Introduction to Teaching Profession. This course requires 25 hours of volunteer time in a Unified School District PreK-12 classroom, to be arranged by the Director of Education.

Controlling Purpose:

The more involvement prospective teachers have with the education process the easier and more rewarding the first year teaching experience will be. Therefore, we provide an opportunity for students to spend 25 hours observing and working with mentoring teachers in their field. Students complete reflective assignments over topics covered in EDU 6211 Introduction to Teaching Profession. These assignments provide opportunity for connecting educational concepts and practices from course work to real world situations.

Learner Outcomes:

Upon completion of the course, the student will be able to demonstrate competency in the outcomes outlined in the grid found in this course procedure.

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 |

- D = same field, but without any major handicap of inadequacy in his background.
 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.

UNIT 1: Professionalism and Reflection

Outcomes:

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Demonstrate commitment and understanding of his/her responsibility in the learning process through regular attendance, timely completion of assignments and participation in group discussions.
						2. Demonstrate appropriate dispositions of becoming a teacher through collecting evidence of knowledge, skills, performance and self-motivation.
						3. Reflect ideas discussed in class through a formal writing process.
						4. Reflect clear, concise view points and justify conclusions through supportive statements rather than personal opinions or judgments in oral communication.
						5. Demonstrate critical thinking through recognition of challenges and development of possible solutions.
						6. Demonstrate appropriate attitude toward self, curriculum or subject matter, peers, faculty and staff and/or other professionals.

N = No instruction or training in this area.

UNIT 2: Teaching Profession

Outcomes:

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Define the role of today's teacher.
						2. Define, recognize and represent characteristics of the effective teacher.
						3. Select and discuss the characteristics of the effective schools.
						4. Develop awareness of the various positions available in the field of education.
						5. Demonstrate reflective decision making in reflective writing assignments, oral presentations and final conclusions.

						7. Recognize learning styles and the various influences on the learning process.
						8. Recognize classroom and behavior management techniques.
						9. Demonstrate fluency in using the language and vocabulary of education.

UNIT 3: Human Development and Diversity

Outcomes:

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Recognize the diversity of today's students and discuss the various challenges which might be presented in the classroom.
						2. Develop an awareness of the social and economic challenges faced by many of today's students.
						3. Recognize various learning styles or needs and discuss ways to implement varied lessons to meet student needs.
						4. Understand the different motivations of students.
						5. Recognize the importance of understanding human growth and development in the learning process.

UNIT 4: Technology

Outcomes:

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Discuss how technology affects teaching and student learning.

Projects Required:

Observational Journaling-Students will develop an observational journal. Student will be asked to reflect upon observations of PreK-12 classrooms. Student will be expected to apply research, theories, philosophies, etc. to reflective responses on various journaling topics. Students will be expected to observe two levels of PreK-12 education (i.e. PreK, K-2, 3-5, 6-8, 9-12.)

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Current version of Microsoft Office

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.