

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special and Middle & Secondary

Course No. ED 280

Title of Course: Introduction to Education as a Profession

Date: Feb. 3, 2015

Please check: x New Revision

Catalog Description (Credit Hours of Course) : This course introduces the education profession, including diversity, standards-based curriculum, learning theories, and instructional technology; includes a 37.5 hour field experience.

I. Co- or Prerequisite(s): PY/CF 120 The Child or PY 222 Adolescent Psychology; Current cleared FBI Background Check (through the Office of Field and Clinical Experiences)

II. Purposes or Objectives of the Course (optional):

Teacher candidates will:

- 1) Describe the historical development of education in the United States.
- 2) Explain diversity and culture and the impact upon educational outcomes.
- 3) Describe primary learning theories applied in the field of education.
- 4) Describe the role and responsibilities of educators in meeting the needs of all learners, including key decision makers in the education of students.
- 5) Describe the roles of standards at the local, state, national and international level in influencing curriculum.
- 6) Describe the impact of students' cognitive, physical, social and emotional abilities in accessing educational curriculum.
- 7) Identify the characteristics of effective communication as an educator.
- 8) Describe the role of educational technology in enhancing effective curriculum for all students
- 9) Describe the roles of assessment in education.
- 10) Reflect upon current trends and issues in education that are impacting the profession.
- 11) Describe the contextual factors of the community, school, and classroom that impact student learning.
- 12) Describe and maintain confidential and ethical practices in field experiences.
- 13) Describe the personal and professional value of ongoing professional development opportunities provided to educators.

Add additional Objectives as needed

I.V. Student Learning Outcomes (Minimum of 3):

1. Students will explain how their cultural	Completion of My Cultural Awareness

background influences their work style in education as assessed via the MO Educator Profile, and set goals based upon their MEP scores.	Profile Reflection paper on MEP Scores / rubric
2. Students will research for aspects of diversity, standards based curriculum, cognitive, physical, social, and emotional learning needs, integrated educational technology in field experience.	MoPTA Task 1 Contextual Factors and Instructional /Support Resources charts / rubric MOST video case study / rubric
3. Students will demonstrate communication and technology skills through a presentation on current issues and trends in the education profession.	Video presentation, i.e. iMovie, Movie Maker, Adobe Voice / rubric

Add additional SLOs as needed

V. Optional departmental/college requirements: Alignment of course objectives with MoSTEP Quality Indicators

VI.

Course Objectives	MoSTEP Quality Indicators
Describe the historical development of education in the United States.	
Explain diversity and culture and the impact upon educational outcomes	1.5, 2.6, 3.2, 6.2
Describe primary learning theories applied in the field of education	2.3
Describe the role and responsibilities of educators in meeting the needs of all learners	8.3
Describe the roles of standards at the local, state, national and international level in influencing curriculum	3.1
Describe the impact of students' cognitive, physical, social and emotional abilities in accessing educational curriculum	2.1
Identify the characteristics of effective communication as an educator	6.1, 6.2, 6.3, 6.4
Describe the role of educational technology in enhancing effective curriculum for all students	6.4
Describe the roles of assessment in education	7.1, 7.2, 7.3
Reflect upon current trends and issues in education that are impacting the profession	
Describe the contextual factors of the community, school, and classroom that impact student learning	1.5, 2.1, 2.6, 3.2, 6.2
Describe and maintains confidential and ethical practices in field experiences.	8.3

Describe the personal and professional value of ongoing professional development opportunities provided to educators.	8.2
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VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to Course (1 hr)
- B. Definitions of Schools and Historical Development of Education in the U.S. (3 hrs)
- C. Role of Education in society (2hrs)
- D. Parameters of diversity and analysis of personal identity using 8 areas (2 hrs)
- E. Basic Learning Theories (2 hrs)
- F. Standards based education (2 hrs)
- G. Teaching all learners (2 hrs)
- H. Informal and formal assessment in education (3 hrs)
- I. Communication skill in the field of education (2 hrs)
- J. Introduction to Ethics in education (2 hrs)
- K. The role of technology in meeting the needs of all learners (2 hrs)
- L. Current issues and trends in education (2 hrs)
- M. Developing yourself as an educator (4 hrs)
- N. Contextual Factors of the community, school, classroom (1 hr)
- O. Observation in field (37.5 field hours: equivalent to 1 credit hour / 15 course hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

SAMPLE SYLLABUS

The class syllabus must contain the following information, regardless of order:

1. Catalog description, including descriptive statement, prerequisites, credit hours, course number, and title.

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Co- or Prerequisite(s): PY/CF 120 The Child or PY 222 Adolescent Psychology

2. Semester

3. Contact hours of course (if different from credit hours)

4. Instructor name and contact information, including office phone, office location, and e-mail address

5. Statement of whom to contact with concerns (use required wording)

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Department Chair of the Elementary, Early and Special Education Dept. or the Middle & Secondary Education Dept.

6. Office hours and location if different from office location

7. Course Objectives (optional; include if listed in Course Approval Document)

- 1) Describe the historical development of education in the United States.
- 2) Explain diversity and culture and the impact upon educational outcomes.
- 3) Describe primary learning theories applied in the field of education.
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- 13) Describe the personal and professional value of ongoing professional development opportunities provided to educators.

8. Student Learning Outcomes

1. Students will explain how their cultural background influences their work style in education as assessed via the MO Educator Profile, and set goals based upon their MEP scores.	Completion of My Cultural Awareness Profile Reflection paper on MEP Scores / rubric
2. Students will research for aspects of diversity, standards based curriculum, cognitive, physical, social, and emotional learning needs, integrated educational technology in field experience	MoPTA Task 1 Contextual Factors and Instructional /Support Resources charts / rubric MOST video case study / rubric
3. Students will demonstrate communication and technology skills through a presentation on current issues and trends in the education profession.	Video presentation, i.e. iMovie, Movie Maker, Adobe Voice / rubric

9. Accessibility statement (the official statement and/or a link/URL to official statement) Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

10. Civility statement (the official statement and/or a link/URL to official statement) Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to

maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

11. Academic honesty statement (the official statement and/or a link/URL to official statement)

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

12. Grading scale and policies:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

Students must obtain a B or better in this course for admission to the teacher education program.

13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.) (Potential) Text: Johnson, J. A., Musial, D. L., Hall, G. E., & Gollnick, D. M. (2014). Foundations of American education: Becoming effective teachers in challenging times, 16 Ed. Boston, Pearson Education.

14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.) 30 hours of course contact with 37.5 clock hours applied field experience.

15. Final exam date/time/place

16. Class content—outline or schedule

Week	Topic	Readings	Field Work	Assignments
1	<i>Introduction to American Education</i>			Take the Missouri Educator Profile
2	<i>Defining Schools</i> Roles of Public, Charter, Private, Religious schools, Homeschooling Unschooling			
3	Historical development of education in the U.S.			
3	Why educate?			
4	<i>Theories of Learning Paradigms:</i> Behaviorism Cognitivist Constructivism Humanism		Begin Field Work observations	

5	Diversity in Education	DiFranco & Eldridge Antiracist Teaching Under Fire in Public Schools: A Case Study		Take My Cultural Awareness Profile
6	Access for all learners			
7	<i>Standards based education</i> Common Core College and Career Ready			
8	<i>Assessing Schools</i> Annual Performance Reports			
8	Contextual Factors in Community, School, Classroom			MoPTA Task I Artifacts
9	<i>Assessing Students</i> Standardized assessment Student learning outcomes			
10	<i>Assessing Educators</i> Value Added Modeling	http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx http://neatoday.org/2013/03/25/how-do-high-performing-nations-evaluate-teachers/		
11	Communication			
12	Ethical Codes for Educators	Code of Ethics by discipline		
13	Role of technology	ISTE standards for teachers		
14	Current Trends and Issues in Education			iMovie / video presentation of current issue/trend in education
15	Are teachers really lifelong learners?			
16	Final Exam			

Potential Readings and Resources

<http://farwestgreat.org/A05-06/MTAII/MTAII3cultdivandlrng.pdf>

http://www.nafsa.org/File/mycap_tool.pdf

Brookings Institute (2014). 2014 Brown Center Report on American Education: How Well are American Students Learning? Accessed

http://www.brookings.edu/research/reports/2014/03/18-brown-center-report-loveless?cid=GS_Reports_Search-Reports-BrownCenterEducation-US_41716535675&gclid=CLf1mJGizcECFZTLtAodlhgA6w .

Children's Defense Fund. (2011). *Portrait of inequality 2011. Black children in America.*

Retrieved from <http://www.childrensdefense.org/child-research-data-publications/data/portrait-of-inequality-2011.html> .

Children's Defense Fund. (2014). *Child poverty in America 2013: State analysis.* Retrived

from <http://www.childrensdefense.org/zz-testing/2014-refresh/library/poverty-report/child-poverty-in-america.html> .

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future.* New York: Teachers College Press.

DiFranco, J. & Eldridge, S. (2014). Antiracist teaching under fire in public schools. A case study. *Understanding & Dismantling Privilege, 4, 2,* 173-190.

Henig, J. R. (2013). *The end of exceptionalism in American education: The changing politics of school reform.* Cambridge, MA, Harvard University Press.

International Reading Association IRA Code of Ethics

http://www.reading.org/Libraries/association-documents/Code_of_Ethics.pdf .

ISTE Standards for Teachers <http://www.iste.org/standards/standards-for-teachers>

Loveless, Tom. (2012). "How Well Are American Students Learning?" The 2012 Brown Center Report on American Education. Massachusetts: Brookings.

Meier, D. (Spring 2009). Reinventing schools that keep teachers in teaching. *Rethinking Schools*

Missouri Department of Elementary and Secondary Education Home Schooling

<http://dese.mo.gov/governmental-affairs/home-schooling> .

23 (3): (http://www.rethinkingschools.org/archive/23_03/rein233.shtml)

Moring, Roseann. "Measure Would Allow Schools in Missouri to Adopt a 4-Day Week." *St. Louis Post-Dispatch*, February 9, 2009, A5

National Association for the Education of Young Children Code of Ethical Conduct (2011):
<http://www.naeyc.org/files/naeyc/file/positions/Supplement%20PS2011.pdf>

National Association for Sport and Physical Education Code of Conduct for P-12 Physical Education Teachers.
<http://www.shapeamerica.org/admin/loader.cfm?csModule=security/getfile&pageid=4572> .

National Education Association Code of Ethics <http://www.nea.org/home/30442.htm>

NCSS Revised Code of Ethics for the Social Studies Profession
<http://www.socialstudies.org/position/ethics>

NSTA Position Statement Principles of Professionalism for Science Educators
<http://www.nsta.org/about/positions/professionalism.aspx>

Peterson, Martin G. (2005). Tell the World What's Right with America's Public School System. Retrieved December 23, 2011 from,
<http://www.commongroundcommonsense.org/forums/index.php?showtopic=24925>.

Special Education Professional Ethical Principles and Practice Standards
<http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Springer, Matthew et al. (2010). Teacher Pay for Performance. National Center on Performance Incentives. Nashville, TN: Vanderbilt.

Teaching Works. (2013). High Leverage Practices. The University of Michigan. Retrieved January 7, 2013 from, <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>