



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title --Introduction to the Teaching Profession

Course Prefix and Number – EDUC 1301

Department – Education and Early Childhood

Division – Technology and Business

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course – 3 hours

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 16 hours of Observation

Course Catalog Description – An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields; provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations; provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Standards.

Prerequisites/Corequisites - THEA Reading and Writing requirements met, and must pass a criminal history check.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S Lynn</i>	Date 06/17/09
Department Head Barbara S. Lynn	Signature <i>Barbara S Lynn</i>	Date 06/17/09
Division Chair Stephanie Dees	Signature <i>S Dees</i>	Date 6/30/09
Vice President Dr. Ty Paté	Signature <i>Ty Paté</i>	Date 7-6-09

Administrative - Master Syllabus

II. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

1. An overview of the history of education and the kindergarten movement from their earliest forms to modern education both in America and other cultures/nations
2. Introduction to appropriate theoretical considerations regarding current educational philosophy spanning early childhood, elementary, middle school, and secondary education (Maslow, Bronfenbrenner, Piaget, Erikson, Vygotsky, Gardner, Bandura, and classical behaviorism)
3. Introduction to education as an academic discipline with an overview of the teaching profession as a career (including a review of the various high-need career fields in education)
4. Description of the professional demeanor and character traits of an educator
5. Description of and discussion about the role of the teacher at the various levels (early childhood, elementary, middle school, high school)
6. Overview of admission and academic requirements for educators (including certification requirements)
7. Introduction to the bureaucratic frameworks of schools, including a comparison of the structures of public, private, and parochial schools
8. Introduction to modern educational movements and trends (including inclusion of children with special needs into general education classrooms, dual language programs, advanced placement courses in high school, and the International Baccalaureate Degree)
9. Overview of relative successes and failures of the various forms of education in modern America and other nations
10. Overview of current educational research and theory, both domestic and cross-cultural
11. Overview of the roles of school administrators and teachers in the community, both academically and organizationally
12. Introduction to basic school curriculum models and their related philosophies
13. Introduction to the contemporary issues and concerns related to economically-disadvantaged students and schools
14. A look at the relationship of formal education to standard of living and economic development; definition of the “Achievement Gap” and the role of SES (socio-economic status) in student achievement and levels of family involvement in schools
15. A basic introduction to the education of students with special-needs (particularly the Individuals with Disabilities Education Act-IDEA)
16. A basic introduction to terminology used in special education (Admission, Review, and Dismissal meeting-ARD, Individual Education Plan-IEP, inclusion, related services, continuum of services)
17. Introduction to the role of language and culture of families in the success and failure of students, including the education of non-English speaking students
18. Introduction to the dimensions of gender, class, and race in education
19. Overview of landmark supreme court decisions guaranteeing due process (the 14th amendment) to students with disabilities and to those students with racial, gender, and language differences
20. Introduction to the differences among urban, rural, and suburban schools and their issues and concerns
21. Overview of the conflicts between the public and the educational institution, and between parents, teachers, and administrators, particularly in the area of school funding
22. Overview of the school as a socializing agent in children’s development
23. Overview of the role of school accountability, state standards, and standardized testing and issues surrounding each

24. A discussion of policies and practices relating to student discipline (such as due process).
25. Introduction of basic school law and funding practices, including federal, state and local requirements, policies, options, and rationale
26. Overview of common school-related technical documents such as charts, graphs, tables, and other statistical presentations
27. Introduction to current education information and statistics by electronic means (such as the Academic Excellence Indicator System-AEIS)
28. Exposure to actual classroom settings and/or school meetings where current educational practices and issues may be observed and discussion of these observations in a written format
29. Overview of current issues in education as presented and discussed from the textbook and current news stories
30. Overview of possible future trends in education in grades Pre-K through 12

II. Course Learning Outcomes

Course Learning Outcomes	Method of Assessment
1. Students will use readings and independent research to define the role of the professional educator and to discuss the skills and competencies required of an effective educator.	<p>1. A scholarly paper defining the role of the professional educator and discussing the competencies required of a successful educator: This paper will integrate class readings and discussions, independent research, and current events and will be graded according to a departmental rubric. A minimum grade of 70 is required to pass the standard.</p> <p>1. Written summaries of classroom observations (minimum grade of 70 required to pass standard)</p>
2. Students will identify important historical events, landmark court cases, and contributors to the field of American education and explain the relevance of each to contemporary educational practices in the US.	2. Midterm/Final/other assigned quizzes (minimum grade of 70 required to pass standard)
3. Students will identify and discuss philosophical principles and theoretical views that have shaped past and current classroom practices.	3. Midterm/Final/other assigned quizzes and written observation summaries (minimum grade of 70 required to pass standard)
4. Students will identify current issues influencing the field of education and teacher training (including student diversity, de facto segregation, inclusion, role of socio-economic status in the “achievement gap”, and high stakes testing/ school accountability ratings, the integration of technology, etc.)	4. Midterm/Final/other assigned quizzes and written observation summaries (minimum grade of 70 required to pass standard)
5. Students will explain the processes by which schools are governed (local, state, federal levels).	5. Midterm/Final/Other assigned quizzes grade (minimum grade of 70 required to pass standard)
6. Students will select and research one historical contributor in the field of education in order to explain the relevance of this individual to current educational practices.	6. Short written paper (online sections) or 3-4 minute speech (face-to-face sections) graded by a rubric (minimum grade of 70 required to pass standard).

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Required text:

Morrison, G. S. (2009). *Teaching in America (5th Ed.)*. Upper Saddle River, NJ: Pearson Education. ISBN 13: 978-0-205-57082-9

Optional text:

Morrison, G. S. (2009). *Early childhood education today (11th Ed.)*. Upper Saddle River, NJ: Pearson Education. ISBN 13: 978-0-13-500333-6

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
none

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructor's Grading System –

90-100-A Excellent Work	Midterm (covering readings/discussions)-30%
80-89-B Good Work	Final (covering readings/discussions)-30%
70-79 C Average Work	Written assignments and speech/paper-30%
60-69 D Minimal Level of Work	Class Participation and Attendance-10%
59 and below-F Does not pass course standards	Work must demonstrate college level reading, writing, and critical thinking levels

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist