Faculty is required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Academic Affairs and Standards Council.

DEPT. EDUC  COURSE NUMBER: 1100

NUMBER OF CREDITS: 3

COURSE TITLE: Introduction to Education

CATALOG DESCRIPTION: Introduces students to early childhood, elementary and secondary education. Examines career opportunities, requirements, regulations, and professional ethics. The study of historical and social foundations of education, as well as schools in a diverse society will be covered. Includes 20 hours of field experience.

AUDIENCE: Students interested in an education career

FULFILLS MN TRANSFER CURRICULUM AREA(S) *(Leave blank if not applicable)*

Area: by meeting the following competencies:
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Area: by meeting the following competencies:

PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE: DHS background study

LENGTH OF COURSE: 1 semester

THIS COURSE IS USUALLY OFFERED:
Every other year fall X spring X summer undetermined

Four goals are emphasized in courses at Minnesota West Community & Technical College:

ACADEMIC CONTENT: The academic objectives of this course are:
To identify career requirements
To describe historical and social foundations of education
To increase understanding of opportunities and challenges in field of education

THINKING SKILLS: This course will help students improve the effectiveness of their thinking skills through:
Examination and reflections on their reasons for choosing an education career
Analysis of professional ethical challenges
Demonstration of critical thinking through comparison of historical education perspectives
Comparison of their existing characteristics to those required of a professional educator

COMMUNICATIONS SKILLS: This course will help students improve their oral and written communication skills through:
Class discussion, presentations and interviews of education professionals (oral skills)
Written interview summaries and reflection papers (written skills)

HUMAN DIVERSITY: This course will help students recognize, understand, and appreciate human diversity through:
Collaboration with classmates from diverse backgrounds
Observation of students with special needs, and those from diverse ethnic and socioeconomic groups during field experience

TOPICS TO BE COVERED: Qualities of an effective educator, professional ethics, historical and social foundations, philosophies of education, self-analysis for potential to be an educator, and inclusive perspectives for students of diverse abilities, racial and socioeconomic backgrounds.

LIST OF EXPECTED COURSE OUTCOMES:
Review the historical and social foundations of modern education
Explore best teaching practices for inclusion of diverse populations
Increase awareness of 21st Century classroom needs
Increase awareness of available career opportunities in education
Increase awareness of the challenges and rewards of the education profession

LIST OF EXPECTED STUDENT OUTCOMES
Identify and describe requirements, regulations, and ethical practices of professional educators
Identify and describe best practices of “Good Teaching”
Identify and describe current trends in education
Describe various teaching models
Compare various approaches to and philosophies of education
Formulate a personal philosophy of education
LEARNING OUTCOMES (Specific)
Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;
2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;

Subpart 4. Standard 3 Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

3A. Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;
3B. Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;
3C. Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
3E. Understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

Subpart 5. Standard 4 Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:

4B. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies
4H. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;
4I. Monitor and adjust strategies in response to learner feedback;
4J. Vary the instructional process to address the content and purposes of instruction and the needs of students;
Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:

5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;
5I. establish peer relationships to promote learning;
5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;
5O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;
5P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

6C. understand the importance of nonverbal as well as verbal communication;

Subpart 8. Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;
7F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;

Subpart 9. Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

8A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;
8C. understand the purpose of and differences between assessment and evaluation;
8F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;

Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

9A. understand the historical and philosophical foundations of education;
9B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
9F. understand the value of critical thinking and self-directed learning;
9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;
9K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500; and
9L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.

Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

10A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
10B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;
10C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
10L. understand mandatory reporting laws and rules.

LEARNING/TEACHING TECHNIQUES used in the course are:
X Collaborative Learning  X Problem Solving
X Student Presentations  Interactive Lectures
      Creative Projects  Individual Coaching
X Lecture  X Films/Videos/Slides
X Demonstrations  X Other (describe below)
   Lab  Field Experience

ASSIGNMENTS AND ASSESSMENTS FOR THIS CLASS INCLUDE:
X Reading  X Tests  X Individual Projects
X Oral Presentations  Worksheets  X Collaborative Projects
X Textbook Problems  X Papers  X Portfolio
X Group Problems  Term Paper
Other (describe below)

The information in this course outline is subject to revision

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.
To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

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