El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA
Multidisciplinary Studies/Educator Preparation

COURSE RUBRIC AND NUMBER
EDUC 1301

COURSE TITLE
Introduction to the Teaching Profession

COURSE CREDIT HOURS
3 3:1
Credits Lec Lab

I. Catalog Description

Provides an enriched and integrated pre-service course and content experience. 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. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Includes a 30-contact hour lab component, 15 hours of which must be in Pre-Kindergarten to 12th grade schools. Prerequisite: READ 0309 or INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam. (3:1).

II. Course Objectives

A. Unit I. A Historical Survey and Analysis of Educational Theories and Philosophies
   1. Name 10 influential theorists who influenced the field of education and schooling (formal education as early as the 17th century, both private and public), citing the philosophy of each.
   2. Compare the competing theories of at least three of these theorists.
   3. Write a historical perspective about public education in the United States to include Pre-K to 12th grade and the varying specialty programs funded through local, state, and federal programs, i.e., “Entitlement Programs.”
   4. Critique orally and in writing the differing theories of learning under study, i.e., Constructivism, Behaviorism, and Social Learning Theories.
   5. Write a historical perspective of the evolution of Birth to 5 education in this country that may include the early University Child study programs, Montessori, High Scope, and Head Start.

B. Unit II. An Evolving Pedagogy as a Transformative Process; Constructing a Framework for Teaching
   1. Discuss and analyze the concepts of teaching (of a pedagogy) and the learning process gleaned from this unit’s lessons.
   2. Apply work in sociology, psychology, and anthropology to the learning process, especially as this work relates to gender, culture, language, social class, and ability.
   3. Discuss and analyze research in the social sciences as it applies to the teaching process.
   4. Critique orally and in writing at least three competing theories of the “practice” of teaching, of a pedagogy.
   5. Write a philosophy of teaching as a beginning to an evolving pedagogy.

C. Unit III. Current Issues in Education
   1. Discuss key issues that affect education in the United States today, i.e., the Curriculum Debate, School Reform, Teacher Preparation, Multicultural Education, Special Education, Funding Inequities, and Early Childhood Education/Early Literacy.
   2. Explain orally and in writing how these issues impact students and their learning.
   3. Discuss and analyze how these issues affect learners in this region.

Revised by Discipline: Fall 2012
D. Unit IV. The Texas System of Education
1. Describe orally and in writing Texas curriculum standards for Pre-K through 12.
2. Explain orally and in writing how teacher certification is accomplished in Texas.
3. Describe Texas’s [TAKS] assessment of student achievement in public schools as based on TEKES and explain how this system differs from student achievement assessment of children under 5.

E. Unit V. An Exploration of Our Teacher Education Programs in the Paso Del Norte Region
1. Discuss and analyze the teacher education curricula at UTEP and NMSU (or other accredited teacher preparation programs in this region).
2. Compare the teacher education programs at UTEP and NMSU.
3. Discuss and analyze the AAT [Associates of Arts in Teaching] at EPCC.

F. Unit VI. Where Do We Go From Here: Lessons Learned
Upon completion of this unit, students will be able to:
1. Identify personal and educational needs to be addressed during the pre-service program at the Community College.
2. Identify resources, human and other, that are necessary to further the pre-service program at the Community College.
3. Develop a personalized plan for completing the pre-service program at the Community College level [AAT] and transferring to a baccalaureate program.

III. Evaluation

Evaluation is based on the following criteria:

A. Field-Based Activities (Required)
B. Exams and/or Learning Activities
C. Other added Instructor Requirements

Grading Scale 100%

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F

Note: A grade of “C” or better is required to transfer this course to a four-year college or university in Texas.

IV. Disability Statement (American with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

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