ED2204 - Introduction to Education

Credits:	3 (3/0/0)
Description:	This course explores education in America, from early childhood through high school graduation. The course introduces historical and philosophical foundations, program types, career opportunities or developmentally appropriate learning environments, social contexts, curriculum and instruction, standards and assessment, and contemporary issues related to the field. The roles, responsibilities, personal and ethical characteristics and daily life of teachers, schools and students are examined. The course includes 32 hours of experience in the field.
Prerequisites:	
Corequisites:	
Pre/Corequisites*:	

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Competencies:	1. Describe teaching and learning in various American education settings, including early childhood, elementary school, middle school, high school, special education, K-12 disciplines, English language learning, administration and other educational services. 2. Discuss the roles, responsibilities and daily experiences of teachers; understand laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect. 3. Identify significant historical developments in education, including laws, policies and practices that have and continue to create inequitable opportunities, experiences and outcomes for learners, especially for Indigenous students and students historically denied access, underserved or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status or country of origin. 4. Become aware of various philosophical foundations. 5. Explain significant contemporary issues in education. Self-assess dispositions related to effective teaching and develop personal goals for growth. 6. Participate in, observe and reflect upon a variety of educational settings. 7. Synthesize information from course readings with experience in educational settings. 8. Identify the resources, support and process involved in obtaining a teaching license for Minnesota. 9. Examine the research base for, and best practices of, early childhood education; explain developmentally appropriate practice. 10. Become aware of the influence of families, cultures, communities, equity and diversity within the context of educational settings. 11. Examine the historical, philosophical and social foundations of early childhood education and how these foundations influence current thought and practice. 12. Identify and review early childhood careers, job requirements and the career ladder. 13. Identify and compare different types of early childhood programs. 14. Examine county and state processes for licensing of home- and center-based programs. 15. Explore, discuss and practice the National Association for the Education of Young Children Code of Ethics. 16. Demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice; advocate, model and teach safe, legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media. 17. Seek professional, community and technological resources, within and outside the school, as supports for analysis, reflection and problem solving. 18. Understand multiple leadership models for teachers; know how to take on leadership roles at the school, district, state or national level; advocate for students, the school, the community and the profession. 19. Understand the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions on learning and development and how to support students using culturally responsive strategies and resources to address these impacts. 20. Understand the importance of relationship-based, culturally affirming, and proactive approaches to behavior and implement these approaches in order to improve student outcomes and reduce exclusionary practices. 21. Understand the value of, and know how to implement, instructional approaches that integrate real-world learning opportunities, including service-learning and project-based learning, into instruction.
MnTC goal areas:	None

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Can be taking as a Prerequisite or Corequisite.

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