Please attach proposed Syllabus in approved university format.

1. Course subject and number: EDU 101  
2. Units: 3  
   See upper and lower division undergraduate course definitions.

3. College: Extended Campuses  
4. Academic Unit: Education

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)
   1. The student will become familiar with the general structure, principles and processes of education and roles of institutional stakeholders;
   2. The student will become familiar with the InTASC Model Core Teaching Standards through reading, observation, discussion, and reflection;
   3. The student will gain awareness of his or her own dispositions and personal world views as they affect professional choices;
   4. The student will construct and present a professional practice reflection upon completed classroom observations, class readings and discussions, their personal dispositions, and the relationship of their dispositions to the demands of the teaching profession.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)
   EDU 101 allows NAU-Yuma to provide an introduction into education for students, including military, veterans, and spouses, who already have baccalaureate degrees appropriate for secondary education subject areas, to be taught in person in Yuma County.

7. Course Title: INTRODUCTION TO EDUCATION  
   (max. 100 characters including spaces)

8. Catalog course description (max. 60 words, excluding requisites): This course is a general introduction into the institution and profession of education. We will investigate the roles of education stakeholders, students’ personal dispositions and world views, and the relationship between their dispositions and the roles of the professional educator.

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9. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)? Yes ☒ No ☐
If yes, list and include the appropriate plan proposal. Post-Baccalaureate Secondary Education Certification Program and Post-Baccalaureate Secondary Education Internship Program, both of which are plans for Institutional Recommendation rather than major, minor, or certificate.

10. Does this course duplicate content of existing courses? Yes ☐ No ☒
If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course, and include applicable support/correspondence.

11. Grading option: Letter grade ☒ Pass/Fail ☐ Both ☐

12. Proposed Co-convene with: __________ 14a. UGC approval date*: _______________
See co-convening policy.
*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

13. Proposed Cross-list-with: __________
See cross listing policy.

14. May course be repeated for additional units? Yes ☐ No ☒
14a. If yes, maximum units allowed? __________
14b. If yes, may course be repeated for additional units in the same term? Yes ☐ No ☐

15. Proposed Prerequisites: None
If prerequisites, include the rationale for the prerequisites.

16. Proposed Co requisites: ________________
If co requisites, include the rationale for the co requisites.

17. Does this course include combined lecture and lab components? Yes ☐ No ☒
If yes, include the units specific to each component in the course description above.

18. Does this course include an experiential learning component? Yes ☐ No ☒

19. Class Instruction Mode: In-person ☒ Online ☐ Blended ☐
If In-person or Blended, where will the course be offered? FLGMTN ☐ YUMA ☐ Other ☐

20. Which terms will the course be offered? 

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21. Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒
   If yes, please refer to: http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/

22. Will there be a course fee? Yes ☐ No ☒
   If yes, please refer to: http://nau.edu/Registrar/Faculty-Resources/Course-Fees/

Answer 23-24 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒

24. Is this course being proposed for Diversity designation? Yes ☐ No ☒

FLAGSTAFF MOUNTAIN CAMPUS

Reviewed by Curriculum Process Associate

Approvals:

Department Chair/Unit Head (if appropriate)

Chair of college curriculum committee

Dean of college

For Committee use only:

UCC/UGC Approval

EXTENDED CAMPUSES

Jenny Scott 11.9.15

Reviewed by Curriculum Process Associate

Approvals:

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<table>
<thead>
<tr>
<th>Position</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit Head</td>
<td>1/27/2016</td>
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<tr>
<td>Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>1/29/16</td>
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<tr>
<td>Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)</td>
<td>27-Jan-16</td>
</tr>
<tr>
<td>Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)</td>
<td>Date</td>
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<tr>
<td>UGC Approval (Graduate-Level Courses Only)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
<td>Date</td>
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Effective Fall 2015
Vision Statement
We develop educational leaders who create tomorrow's opportunities in a globally-engaged society.

Mission Statement
The Yuma Branch Campus of Northern Arizona University provides opportunities in higher education for the diverse and growing communities of the Lower Colorado River Region and other populations we serve. It is the mission of the Education Department to prepare competent and committed professionals who will make positive differences for children, young adults, and others in a diverse and environmentally sustainable global environment. We support the mission of NAU-Yuma by preparing citizens who understand and value diversity, environmental sustainability, and global engagement.

EDU 101: Introduction to Education
(3 semester hours)

Instructor:
Email Address:
Phone:
Office:
Office hours:

Class Meeting Time
Semester:
Location:
Dates/Times:

Course Prerequisites
None

Course Description
This course is a general introduction into the institution and profession of education. Students will investigate the roles of education stakeholders, students' personal dispositions and world views, and the relationship between their dispositions and the roles of the professional educator. Letter Grade only. No prerequisite.

Course Objectives:
1. Discuss and analyze the general structure, principles and processes of education and roles of institutional stakeholders;
2. Identify and interpret the InTASC Model Core Teaching Standards through reading, observation, discussion, and reflection;
3. Gain awareness of one's own dispositions and personal world views as they affect professional choices;
4. Construct and present a professional practice reflection upon completed classroom observations, class readings and discussions, their personal dispositions, and the relationship of their dispositions to the demands of the teaching profession.

Textbook & Required Materials:

Standards Continuum Guide for Reflective Teaching Practice, Arizona K-12 Center, 2012

Effective Fall 2015
**Student Learning Expectations: the InTASC Standards**

The State of Arizona has adopted the core teaching standards developed by the Council of Chief State School Officers, through its Interstate Teacher Assessment and Support Consortium (InTASC). These teaching standards outline what teachers should know and be able to do to ensure that every K-12 student is prepared to successfully enter college or the workforce. These standards outline the common principles and foundations of teaching practice across all subject areas and grade levels necessary to improve student achievement.

The standards and standard subunits addressed in this course are outlined below along with the assessment strategies that will be used to measure learning outcomes. Upon successful completion of this course, you will be able to demonstrate the essential knowledge, performances, and critical dispositions related to designing and building secondary school curriculum plans and materials. You can access the InTASC standards at the following URL:


In the document referenced in the above URL, the InTASC Core Teaching Standards are grouped into four categories to help you better organize your thinking about the standards. It is a primary resource for the NAU-Yuma Teacher Education Program. The following are the standards that will be the focus of this course.

### The InTASC Model Core Teaching Standards (April 2011)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Standard #1: Learner Development</strong></td>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
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<td><strong>Standard #2: Learning Differences</strong></td>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
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<td><strong>Standard #3: Learning Environments</strong></td>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
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<tr>
<td><strong>Standard #4: Content Knowledge</strong></td>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
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<tr>
<td><strong>Standard #5: Application of Content</strong></td>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
</tbody>
</table>

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### Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments &amp; Due Dates</th>
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<tbody>
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<td>Week 16</td>
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</table>

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Assessment of Student Learning Outcomes

Formative Assignments 20%
1. “What Is a Teacher” Essay 5%
2. InTASC Standards Mnemonic Presentation 5%
3. Professional Practice Reflection Outline 5%
4. Professional Practice Reflection Share 5%

Field Experiences 20%
1. Roles of Stakeholders 5%
2. InTASC Standards in Classrooms 5%
3. Teacher Dispositions in Classrooms 5%
4. Personal Dispositions in the Classroom 5%

Exams 20%
Midterm 10%
Semester 10%

Signature Assignment: Professional Practice Reflection 40%
Total 100%

SCALE
A = 90% total with 85% on Signature Assignment
B = 80% total with 75% on Signature Assignment
C = 70% total with 65% on Signature Assignment
D = 60% total with 60% on Signature Assignment
F = Below 60%

Course Structure
EDU 101 will include classroom lectures, demonstrations, discussions, productions, and examinations. Field experiences beyond the classroom will be guided and required. Reflections on classroom activities and field experiences will constitute a major portion of student assessment including the Signature Assignment.

Field Experience (instructions and materials)

Course Policies
Scheduled class sessions are considered an integral part of the course, therefore regular class attendance is required. Points will be lost for unexcused absences. Students are expected to submit work when due. Demonstration of professional behavior is expected. You must phone the instructor at home well in advance if you are going to be absent.

Rigor
Rigor will be utilized in all aspects of this course. Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative as well as intellectually, personally, or emotionally challenging.

SEI
English Language Development (ELD) strategies and methodologies are embedded in the instruction and assignments of this course with the purpose of preparing future teacher candidates to effectively serve English language learners (ELLs). The strategies follow the principles of the Arizona Structured English Immersion (SEI) model. Among them are the integration of all language domains (listening, speaking, reading, and writing) during instruction; the purposeful and structured oral engagement following the 50/50 rule, and the explicit attention to language functions and forms that address the cognitive and linguistic needs of ELLs. Strategies such as questioning techniques for higher order thinking,

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various group configurations, use of realia, visuals, models, and graphs to aid in making input comprehensible, and pre-reading and close reading activities are common in this course.

**Writing Center - Student Academic Success Centers**
NAU-Yuma writing consultants are available Monday through Friday in AC 256 to help students improve their writing skills during any stage of the writing process. Writing support services are free. To make an appointment to meet with a writing consultant, students may call (928) 317-7088, email nauyuma.writingcenter@nau.edu, or stop by the Writing Center - Student Academic Success Centers. The center is located in Room 256 on the second floor of the Academic Complex Building on Arizona Western College’s main campus, 2020 South Avenue 8E in Yuma.

**Library Services**
The NAU-Yuma Branch Campus shares a campus library with Arizona Western College. The AWC/NAU-Yuma Academic Library provides students with wireless Internet access, public computers, printers, group study areas as well as, quiet individual study rooms. View the library’s website at [http://yuma.nau.edu/Library.aspx](http://yuma.nau.edu/Library.aspx). Students have access to the library’s vast collection of books, media and periodicals, which are collected to support course lectures and assignments. The Education Resource Center is located in the library and provides a full collection of Elementary and Secondary Education resources available for check out.

Students can meet with the NAU-Yuma Librarian, Renee Westphal. To schedule a consultation, call 928-317-6435 or email Renee.Westphal@nau.edu.

NAU’s Cline Library in Flagstaff, offers NAU students online access to credible resources. The collection includes over 175 online databases providing access to thousands of scholarly resources including e-Books, e-Journals, and digital archives and over 65,784 streamed films. The Cline Library’s services include professional librarians to help with customized research and service assistance through the Ask-A-Librarian link on the library’s webpage at [http://library.nau.edu/](http://library.nau.edu/). Contact a librarian for help with a research assignment and use the Guide to Education Research to get started at: [http://azhin.org/nau/education_research](http://azhin.org/nau/education_research).

**Classroom Management Statement**
Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion. For a copy of the complete code of student conduct, visit [www.nau.edu/~stulife/code or call 928-523-5181](http://www.nau.edu/~stulife/code or call 928-523-5181).

**NAU Academic Policies**

[http://www.nau.edu/OCLDAA/syllabuspolicystatements](http://www.nau.edu/OCLDAA/syllabuspolicystatements)

**Rubrics**

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