

MISSOURI COMMUNITY COLLEGE ASSOCIATION

**Revised Statewide AAT**

*Endorsed Consensus of the AAT Task Force on November 20, 2006*

*Approved by the MCCA Presidents/Chancellors Council on November 1, 2006*

**General Education:**

Statewide general education core 42 credit hours

*General education credits should be carefully selected with the help of an advisor whenever possible to meet degree requirements and prerequisites, to prepare for the C-BASE, and to address level and area of teacher preparation.*

**Required Teacher Education Core Courses (All courses will be identified as education courses and numbered at the 200 level.):**

Foundations of Education	3 credit hours
Educational Psychology	3 credit hours
Technology for Teachers	3 credit hours
Teaching Profession with Field Experience	3 credit hours
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Total Required Core Courses	12 credit hours

**Electives:**

Electives or other institutional requirements 8 credit hours

*Electives may be selected from education electives, content areas or any other courses. Electives should be carefully selected with the help of an advisor to meet degree requirements, prerequisites, preparation for the C-BASE, and planned level and area of teacher preparation.*

*Each Missouri community college will offer Education of Exceptional Learners (3 credits) using the common syllabus and outlined attached to this proposal.*

**Other Requirements:**

Students must achieve a minimum GPA of 2.5.

Students must achieve a minimum score of 235 on each section of the C-BASE.

Total Credit Hours Required for AAT Degree 62 credit hours

*We recognize that four-year transfer institutions may have additional requirements including higher GPA or C-BASE scores. Students are encouraged to work closely with an advisor from the receiving institution so that they may understand and prepare to meet all entrance requirements.*

**Course Title:** Foundations of Education

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course is designed to examine the historical, philosophical, sociological, political, economic, and legal foundations of American public education system. Students will explore the nature of school environments, design, and organization of school curricula and characteristics of effective schools and instruction in grades P-12. Educational structures, practices, and projections for the future will be studied.

**Prerequisite:** English Composition I

**Course Outcomes**

The student will:

1. Analyze the historical, philosophical and sociological foundations of schooling in the United States to understand their effect on current educational practices and issues. (MoSTEP 1.2.3, 1.2.9, 1.2.11)
2. Describe how education is governed, funded, and organized at the local, state, and federal levels. (MoSTEP 1.2.4, 1.2.10)
3. Explore the legal and ethical issues pertaining to the provision of education services to all P-12 students and to the teaching profession. (MoSTEP 1.2.3, 1.2.9, 1.2.10)
4. Write a personal philosophy of education. (MoSTEP 1.2.2, 1.2.9)
5. Examine characteristics of effective and ineffective schools and teachers. (MoSTEP 1.2)
6. Evaluate current educational strategies designed to provide equal educational opportunities to a student population with diverse needs. (MoSTEP 1.2.3, 1.2.4, 1.2.5)
7. Identify national, state, and local standards that guide curriculum decisions in public schools. (MoSTEP 1.2.4)
8. Document a variety of current trends and issues that impact education today. (MoSTEP 1.2.1, 1.2.10)

## **Course Outline**

### I. Historical foundations

- A. European beginnings to 21<sup>st</sup> century
- B. Pioneers in education
- C. Curriculum over major historical periods
- D. Review of current curriculum guide and school technology

### II. Philosophical foundations

- A. Philosophical roots of education
- B. Purposes of education
- C. Curriculum and instruction

### III. Sociological foundations

- A. Equal Educational Opportunity (SES, ethnicity, exceptionality, etc.)
- B. Awareness of how school and home environment affect school success
- C. Peer group influences
- D. Risk factors
- E. Standards movement
- F. Effective vs. ineffective schools and school choice
- G. Life in schools

### IV. Cultural foundations

- A. Student diversity
- B. Classroom strategies to address students who vary in approaches to learning
- C. Multicultural education and cultural pluralism

### V. Political foundations

- A. Governing public education at local, state, and federal levels, with emphasis on Missouri
- B. Financing public education
- C. Exploring MoSTEP Standards, Show Me Standards, MSIP, MAP, NEA, and AFT

### VI. Legal foundations

- A. Legal aspects of education
- B. Ethical decision making
- C. Rights and responsibilities of public school students, parents, and teachers

**Course Title:** Teaching Profession with Field Experience  
*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course provides students an opportunity to observe teaching and learning for thirty (30) hours or more in P-12 classrooms. Students are introduced to the requirements for teacher preparation and certification. Students will examine characteristics of effective teaching. The course is designed to assist students in determining if a career in teaching is an appropriate goal.

**Prerequisite:** English Composition I

### **Course Outcomes**

The student will:

1. Demonstrate competence in objective observation by observing, describing, and reflecting on classroom situations with sensitivity to diverse cultures, environments, and student abilities. (MoSTEP 1.2.6, 1.2.7, 1.2.8)
2. Discuss teaching strategies and learning environments as an observer and participant. (MoSTEP 1.2.3, 1.2.5, 1.2.10, 1.2.11)
3. Complete the state recommended minimum number of hours of field observation. (MoSTEP 1.2.1, 1.2.3)
4. Document awareness of Mid-Preparation Benchmark Standards 1.2 by observing, describing, and reflecting on the teaching process. (MoSTEP 1.2.1, 1.2.7)
5. List cognitive, behavioral, and affective characteristics of an effective teacher. (MoSTEP 1.2.1, 1.2.5, 1.2.6, 1.2.9, 1.2.10, 1.2.11)
6. List and describe current issues that affect education in this state. (MoSTEP 1.2.3, 1.2.4, 1.2.9, 1.2.10, 1.2.11)
7. Identify positive and negative aspects of a career in teaching. (MoSTEP 1.2.10)
8. Analyze Missouri teaching certification requirements for a variety of career opportunities. (MoSTEP 1.2.4, 1.2.9)
9. Demonstrate knowledge of basic services available in the school and community to support children and their learning. (MoSTEP 1.2.10)

## **Course Outline**

### **I. Observations**

- A. Diversity
- B. Classroom management
- C. Instructional strategies
- D. Assessment
- E. Technology
- F. Effective learning environments

### **II. Missouri Teacher Education Preparation Standards (MoSTEP)**

- A. Standard 1.2
- B. Eleven Mid-Preparation Benchmarks

### **III. Current education and professional issues**

- A. Positive and negative aspects of teaching
- B. Cognitive, behavioral, and affective characteristics of an effective teacher
- C. Professional relationships
- D. Resources in the school and community that support student learning
- E. Career opportunities for the next several years

### **IV. Teaching certificates**

- A. Types
- B. Requirements
- C. DESE website

**Course Title:** Educational Psychology

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This course is designed to help students relate the application of psychological principles to teaching, learning, and assessment and the educational practice in P-12 classrooms. It will focus on the learner and the learning process, teacher characteristics, and classroom processes that increase student motivation. Student diversity and appropriate instructional strategies for students with special needs will also be introduced.

**Prerequisite:** General Psychology or a developmental psychology course

**Course Outcomes**

The student will:

1. Identify the major theories of learning. (MoSTEP 1.2.2)
2. State the basic principles underlying human development. (MoSTEP 1.2.2)
3. Describe ways that students differ in their approaches to learning. (MoSTEP 1.2.3, 1.2.5)
4. Articulate theories of motivation. (MoSTEP 1.2.6)
5. Explain the major categories of special education. (MoSTEP 1.2.3)
6. Illustrate different approaches to classroom and behavior management. (MoSTEP 1.2.6)
7. Distinguish between formal and informal assessment activities. (MoSTEP 1.2.8)
8. Identify aspects of classroom environment conducive to learning. (MoSTEP 1.2.6)
9. Design plans for short term instruction and management strategies. (MoSTEP 1.2.4)
10. Identify strategies and resources to meet diverse student needs. (MoSTEP 1.2.5, 1.2.1)
11. Describe the purposes of assessment. (MoSTEP 1.2.8)

## **Course Outline**

- I. Principles of development
  - A. Piaget's theory of intellectual development
  - B. Vygotsky's socio-cultural view of development
  - C. Language development
  - D. Personal development
  - E. Erikson's theory of psychosocial development
  - F. Kohlberg's theory of moral development
  
- II. Learner differences
  - A. Intelligence
  - B. Socioeconomic status
  - C. Culture
  - D. Gender
  - E. At-risk students
  - F. Exceptionalities
  
- III. Learning theories
  - A. Behaviorist
  - B. Social cognitive
  - C. Information processing
  - D. Constructivism
  
- IV. Motivation
  - A. Theories of motivation
  - B. Motivation in the classroom
  
- V. Classroom management
  - A. Planning
  - B. Communication
  - C. Dealing with misbehavior (interventions)
  - D. Violence and aggression
  
- VI. Principles of instruction
  - A Lesson planning
  - B Essential skills
  
- VII. Assessment
  - A. Formal and informal assessment
  - B. Alternative assessment
  - C. Standardized testing

**Course Title:** Technology for Teachers

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** In this course students will learn how to integrate instructional technology into the P-12 classrooms. Students will study a variety of software programs, presentation technology, and telecommunication tools. The focus will also be on social, ethical, legal, and human issues surrounding the use of technology.

**Prerequisite:** English Composition I

### **Course Outcomes**

The student will:

1. Demonstrate a sound understanding of state and national standards for technology in education. (MoSTEP 1.2.4, 1.2.5, 1.2.11)
2. Demonstrate competency in technology operations and concepts by creating and editing documents using various software programs. (MoSTEP 1.2.7, 1.2.11)
3. Demonstrate an awareness of current methods and strategies for using technology to maximize student learning. (MoSTEP 1.2.2, 1.2.4, 1.2.5, 1.2.11)
4. Develop technology strategies to facilitate a variety of informal, formal, and authentic assessment techniques. (MoSTEP 1.2.8, 1.2.11)
5. Demonstrate the use of technology to enhance personal productivity and professional practice. (MoSTEP 1.2.9, 1.2.11)
6. Demonstrate an understanding of the social, ethical, legal, and human issues surrounding the use of technology. (MoSTEP 1.2.9, 1.2.11)

## **Course Outline**

### **I. Technology operations and concepts**

- A. MoSTEP 1.2.11 (Missouri Standards for Teacher Education Programs)
- B. ISTE (International Society for Technology in Education)
- C. Desktop and Windows features
- D. Multimedia computer system with related peripheral device
- E. Word processing, spreadsheet, presentation software, databases
- F. Internet

### **II. Technology to maximize student learning**

- A. Educational software and hardware
- B. Website resources
- C. Assistive technology and adaptive devices for students with special needs
- D. eMINTS programs
- E. eThemes or Successlink integrating technological strategies
- F. Models of effective instruction with technology (tools of inquiry)
- G. Application of Bloom's taxonomy

### **III. Technology and informal and formal assessment techniques**

- A. Principles, research, and appropriate assessment practices related to the use of computers and technology resources
- B. Formal, informal, and authentic assessment strategies for P-12 learners
- C. Websites that provide variety of assessment strategies for students
- D. Technology to assess student prior knowledge

### **III. Technology to enhance personal productivity and professional practice**

- A. Formal (courses) and informal professional learning communities
- B. Technology-rich "Teachers' Tools"
- C. Conduct research, including using and correctly documenting electronic sources
- D. The effect of technology on the nature of work and communication
- E. Use of technology for lifelong learning

### **IV. Technology and social, ethical, legal, and human issues**

- A. Copyright issues
- B. School districts' Appropriate Use Policies (AUP)
- C. School-wide computer security
- D. Use of technology in public education and society
- E. Equity and fair use issues

**Course Title:** Education of Exceptional Learners

*Course will have an Education prefix and be numbered in the 200s*

**Credit Hours:** 3

**Course Description:** This survey course is an introduction to exceptional learners and their education in grades P-12. Students will attain knowledge, skills, and dispositions that will enable them to work effectively with exceptional learners in general education or special education.

**Prerequisites:** Educational Psychology

**Course Outcomes**

The student will:

1. Define the term “exceptional” as it is currently used in educational settings. (MoSTEP 1.2.2, 1.2.3)
2. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation. (MoSTEP 1.2.9, 1.2.10)
3. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures. (MoSTEP 1.2.10)
4. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by relevant state rules. (MoSTEP 1.2.2, 1.2.3)
5. Describe instructional strategies, classroom management and environmental modifications that promote learning on the part of exceptional students. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7)
6. Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners. (MoSTEP 1.2.11)
7. State the roles and responsibilities of teachers, parents, students and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans. (MoSTEP 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.2.10)
8. Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education. (MoSTEP 1.2.7, 1.2.9, 1.2.10)
9. Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs. (MoSTEP 1.2.7, 1.2.9)

## **Course Outline**

- I. Definitions
  - A. Normal
  - B. Exceptional
  - C. Classifications
  - D. Disabilities
- II. Perspectives
  - A. Historical
  - B. Philosophical
  - C. Familial
  - D. Cultural
  - E. Medical
  - F. Educational
- III. Litigation, legislation, and advocacy
  - A. IDEA
  - B. State laws and regulations
  - C. Court decisions
  - D. Advocacy groups
- IV. Characteristics and impact of disabilities in cognition, learning, communication, and behavior (within the following categories)
  - A. Physical and sensory impairments
  - B. Disorders of cognition, learning, and communication
  - C. Socio-emotional disabilities
- V. Multiple disabilities
- VI. Characteristics and impact of intellectual giftedness or artistic talent on cognition, learning, communication, and behavior
- VII. Exceptional learners in general education
- VIII. Eligibility, referral, and continuum of services in special education
- IX. Instructional arrangements and curricula for exceptional learners
- X. Behavior management techniques for exceptional learners
- XI. Technological interventions for exceptional learners
- XII. Roles and responsibilities
  - A. Educators
  - B. Allied professionals
  - C. Paraprofessionals
  - D. Parents
  - E. Students