

Education

The following matrix indicates those courses deemed transferable among institutions listed across the top of the matrix. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.

You can view the group leaders at the bottom of the page. If you are interested in printing this page, please note that it is best to print in landscape mode.

Prefix	Number	Gerta	Course Title	BSC	LRSC	WSC	DCB	DSU	MASU	UND	VCSU
EDUC/T&L	250		Introduction to Education	2	2	2	2	2	2	2	3
T&L	252	ND:SS	Child Development							3	
T&L	350		Development and Education of the Adolescent							3	

EDUC/T&L 250 Introduction to Education

A study of teaching as a profession, including historical, philosophical, social, and psychological foundations of education. (Co-requisite 298)

Draft Course Outcomes

Students will:

1. explore teaching as a profession and career, and identify the professional responsibilities of teachers.
2. demonstrate an understanding of the historical, philosophical, social, and psychological foundations of American education.
3. examine the structure and functions of local education systems and state education systems, and the role of the federal government in education.
4. identify major issues associated with diversity and multiculturalism and explore basic concepts related to teaching a diverse student population.
5. demonstrate an understanding of the impact of major laws, legal rulings, state policies, and federal policies on educational practice.
6. identify major issues and trends dealing with curriculum and instructional practices.

Note: Each EDUC 250 course at North Dakota University System institutions with teacher education programs will also contain unique course outcomes and information related to the conceptual framework and the requirements of the particular program.

Note: If the first early field experience for teacher education students is a part of the EDUC 250 Introduction to Education course, the following course outcomes should be added to the above list:

7. participate in an early field experience program in elementary or secondary schools to gain practical experience in areas such as observing teaching, participating in small instructional groups, correcting assignments, assisting with record keeping, assisting with technology, and other activities assigned by the cooperating teacher.
8. complete the required number of hours of field experience.

T&L 252 Child Development

Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment.

T&L 350 Development and Education of the Adolescent

A comprehensive examination of the characteristics and behavior of the early adolescent student with implications for curriculum and instruction in the junior high schools. Topics covered will be transition from childhood to adolescence, including cognitive development, self-concept, physiological changes, social needs and values, and values and attitudes of adolescents. This course will provide an understanding of the wide range of differences in developmental patterns of children and the influences of economic, sociological and psychological factors in development.

The following individuals are leaders for this discipline. Those marked with an asterisk (*) are chairs.

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