

EDUCATION (EDU)

EDU 110 Introduction to Teaching

This course provides students with an introduction to the field of teaching and learning. Students will become familiar with teaching as a career choice and state requirements for becoming a certified teacher. The foundations, history, and philosophy of education will be examined and students will gain an understanding of modern education in our society. Students will also examine the impact of current issues on American education today. To assist students in gaining knowledge in a well organized format, the course is structured into four areas of competence: historical and philosophical foundations; teachers and students; schools and curriculum; and finances, government, and legal concerns.

Upon successful completion of this course, students should be able to: Develop background in education foundations, theory and policy, including understanding current issues with historical and philosophical background including inclusionary practices (PDE Competencies).

Develop background in education foundations, theory and policy, including understanding social, economic and cultural diversity, and implications for learning (PDE Competencies).

Develop background in education foundations, theory and policy, including general and professional ethics (PDE Competencies).

Demonstrate understanding of the way in which classroom environments influence children's learning including the connection between classroom materials, learning standards, and instruction (PDE Competencies).

List the advantages and disadvantages of teaching as a career choice.

Understand how teachers develop a professional reputation and obtain employment.

Describe and utilize the resources at Delaware County Community College that will assist them in achieving their career goal including advising, Career Center, Program Guides, resource meetings, Media Center, and PRAXIS information.

Develop a statement of their philosophy of teaching and learning that is research based.

Understand the diversity of students and student needs (educational, social, cultural, behavioral) and the responsibility of a classroom teacher to these needs.

Understand and analyze the major developments of the history of education, especially as they relate to school reform.

Use resources at DCCC to plan their educational program, choose a transfer institution, and identify the steps they need to take to complete a teacher education program.

Become a more reflective learner, with particular regard to personal skills and attitudes as they compare and contrast their readiness with the vocation of becoming a classroom teacher today.

Comprehend the practical aspects of education, including governance, politics, funding, law, and societal impacts.

Prerequisites: (ENG 050 and REA 050) or ENG 099 or REA 075. Appropriate placement test scores may be accepted.

3 Credits 3 Weekly Lecture Hours

EDU 206 Teaching with Technology

This course is an introduction to online teaching and learning. Its purpose is to increase the student's understanding and awareness of online teaching styles and strategies, as they relate to today's technologies. This course will combine educational theory with computer-based activities to complement major course concepts. The course emphasizes practices, concepts and theories applicable to any level of teaching and/or online learning. Such knowledge will help students develop skills that will influence how they practice teaching with technology in either a classroom or online environment. NOTE: Students are expected to have basic knowledge of computer applications, have the ability to use an internet browser and have internet access.

Upon successful completion of this course, students should be able to: Demonstrate knowledge of computers, networking, the Internet and World Wide Web as they relate to PK-college level education.

Discuss and critique issues related to use of computers in education, including security, equity, copyright and ethics of using the Internet in the classroom.

Identify and demonstrate the best practices associated with online materials, assessments, and evaluation.

Integrate technology in curriculum planning and in lesson delivery (PDE competency).

Develop an awareness of the use of technology to differentiate instruction for student populations such as special education students, English Language Learners, and gifted students.

Create an e-portfolio using the college system and using products developed in coursework.

Demonstrate the ability to access needed information effectively and efficiently.

Analyze administrative educational policies and properly incorporate and apply those policies when designing course assignments.

Identify the ethical, legal and socio-economic issues surrounding information and information technology.

Demonstrate an understanding of the research process by developing a research question, search strategy, and select appropriate research tools and resources.

College Academic Learning Goal Designation: Information Literacy (IL), Information Technology (TC)

Prerequisites: (ENG 050 and REA 050) or ENG 099 or REA 075. Appropriate placement test scores may be accepted.

3 Credits 3 Weekly Lecture Hours

EDU 207 Foundations of Literacy PK-4

This course is designed to prepare students for teaching reading using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures and class activities, students will develop a solid understanding of the reading process and how to construct and manage a classroom environment that promotes optimal literacy learning. Students will acquire knowledge about how to meet the diverse needs of learners at all stages of literacy development. In addition, students will learn how to formally and informally assess students to monitor reading progress and plan appropriate reading instruction.

Upon successful completion of this course, students should be able to:

Develop a philosophy of reading that reflects knowledge of the major theories of literacy development and instruction.

Understand that literacy is a developmental process that is emergent and continuously involved.

Demonstrate understanding of how personal beliefs and histories influence the teaching of reading.

Develop instructional activities that would engage students in shared reading, reading aloud, guided reading, shared writing, interactive writing and word study.

Observe, identify, learn and practice the different models and strategies for teaching comprehension instruction.

Observe, identify, learn and practice the different models and strategies for teaching word study instruction.

Understand how technology can be integrated into literacy instruction.

Design balanced literacy instruction that includes listening, speaking, reading comprehension, fluency development, writing, vocabulary and word study activities.

Use assessments to make informed decisions in literacy instruction.

Implement strategies for infusing literacy across content areas in a balanced literacy format.

Organize time, space, materials, and activities for differentiated literacy instruction in multicultural/multi-ethnic classrooms.

Prerequisites: ENG 112.

3 Credits 3 Weekly Lecture Hours

EDU 208 English Language Learners

This course focuses on the development of foundational knowledge for teacher education students to assist English language learners successfully in their future classrooms. Students will gain a basic understanding of the processes of second language acquisition and an understanding of the influence of culture on the educational process as viewed from current theoretical and pedagogical perspectives.

The course content follows Pennsylvania Department of Education's guidelines for pre-service teachers for meeting the instructional needs of English Language Learners. The basic premise of the course is that teachers play an important role in creating a positive classroom learning environment and bringing school success, especially for English language learners. Students will be supported to develop essential dispositions, skills, and knowledge to fulfill this important role while exploring the issues of culture, language, learning contexts, instruction and professionalism. Students will study these five major courses topics through courses readings, class discussions and cultural explorations of our own and others' cultures while engaging in individual, social, and experiential learning opportunities together. NOTE: Students must have completed pre-reqs with a grade of 'C' or better; Recommended: Students should be able to read and understand the textbook, and have competent writing and organizational skills to allow them to complete assignments. Students should be able to use the internet for research

Upon successful completion of this course, students should be able to:

Demonstrate knowledge of language systems, structures, functions, and variation.

Identify the process of acquiring multiple languages and literacy skills, including the general stages of language development.

Identify the differences between academic language and social language.

Identify socio-cultural characteristics of English language learners including educational background and demographics.

Describe how English language learners' cultural communication styles and learning styles affect the learning process.

Describe how English language learners cultural values effect their academic achievement and language development.

Identify bias in instruction, materials and assessments.

Demonstrate cross-cultural competence in interactions with colleagues, administrators, school and community specialists, students and their families.

Observe culturally and/or linguistically diverse instructional settings.

Integrating research, concepts and theories of second language acquisition to plan customized instruction for English language learners.

Integrating the PA Language Proficiency Standards (ELPS) for English Language Learners in PreK-12 grades to guide effective instructional planning and assessment.

Implement appropriate research based instructional strategies to make content comprehensible for all English language learners.

Using collaborative, co-teaching models for serving English language learners.

Demonstrating knowledge of the legal responsibilities as well as professional resources and organizations related to serving English language learners.

Identify issues related to standards based formative and summative assessments for all English learners.

Define common terms associated with English language learners.

Prerequisites: ECE 130 or EDU 110.

3 Credits 3 Weekly Lecture Hours

EDU 215 Primary Grade Lab and Seminar

This course will provide an orientation to various aspects of teaching in K-4 schools. Topics will include observation and use of assessment strategies and tools, planning developmentally and culturally appropriate curriculum, planning, effective instruction, classroom management strategies, discipline, and creating a responsive and engaging classroom environment the structure of the school. Field experiences will be related to course topics. Students will complete 60 hours of observation in the field. NOTE: Students must possess all background clearances including FBI Fingerprint, Pa Criminal, and Pa Child Abuse. In addition, students must have a certificate of completion for the Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania Online Training. Schools will require clearances prior to be the field placement. Additional fees are required. NOTE: Prerequisite: ENG 110 with grade of 'C' or higher.

Upon successful completion of this course, students should be able to:
Design classrooms, K - 4, that demonstrate appropriate use of indoor, physical space and materials; are educationally focused, respectful, and supportive to all children.

Design classrooms, K - 4, that are inclusive for diverse learners, including differences in age, development, culture.

Illustrate the use of Pennsylvania Learning Standards and implement lessons based on students' stages of cognitive development, use of senses for exploration and understanding of the world, and development of age appropriate problem solving and critical thinking skills.

Develop curriculum that includes both planned and spontaneous experiences that are meaningful and challenging for all children that lead to positive learning outcomes and develop positive dispositions towards learning within each content area.

Analyze the connection between classroom arrangement and creating a positive climate for learning that leads to positive learning outcomes for students emphasizing the importance of engaging families in their child's education.

Observe children and record behavior using authentic assessment strategies in order to understand the meaning and degree of variation and exceptionality among individuals.

Analyze the connection between classroom materials, learning standards, assessment, and instruction.

Use classroom assessment tools to inform teaching strategies.

Students will exhibit professional behavior aligned with NAEYC's Code of Ethical Conduct.

Prerequisites: ENG 100 and (EDU 110 or ECE 130).

4 Credits 4 Weekly Lecture Hours

EDU 220 Introduction to Special Education

This course will provide an introduction to the field of special education, major provisions of special education law, and the legal mandates of the teacher serving children with disabilities in the least restrictive setting. It will also review the major needs of students with disabilities, including the effects of family demographics. Emphasis will be placed on working within special education team structures, recognizing inclusive practices, and discussing the various roles of professionals. NOTE Prerequisite: In addition, students must obtain the standard criminal background checks that are required for those who work in school settings. These include a fingerprint check, a Criminal Background Check (ACT 34) and Child Abuse History Clearance (ACT 151) prior to beginning the course. Background check forms are available on-line.

Upon successful completion of this course, students should be able to:
Demonstrate an understanding of identification, characteristics of different types of disabilities, as well as effective evidence-based instructional practices and adaptations.

Demonstrate understanding of the legal rights and responsibilities of the teacher for special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.

Demonstrate an understanding of possible causes and implications for the over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.

Demonstrate and understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.

Identify essential concepts, best-practices and strategies for serving students with IEPs.

Prerequisites: ENG 112 and PSY 140.

3 Credits 3 Weekly Lecture Hours