



EASTERN
GATEWAY
COMMUNITY
COLLEGE

Addendum #

EASTERN GATEWAY COMMUNITY COLLEGE
COLLEGE CATALOG 2018-2019 ADDENDUM

ORIGINAL CATALOG PUBLISHED ON AUGUST 20, 2018

The material in this addendum supplements the *College Catalog 2018-2019* published on August 20, 2018

Catalog
Addendum
Purpose:

What is the purpose of this addendum?

The following are proposed changes to ECE and EDU course descriptions in the Catalog, PowerCampus and Self Service to accurately state current observation requirements. The only Education courses that contain observations now are ECE107, EDU202 and EDU 206.

Catalog
Addendum
Effective
Date:

What is the effective date of this addendum?

April 22nd, 2018

Catalog
Addendum:

List the detailed changes to the catalog, i.e. updated curriculum grid, updated tuition or fee, updated policy, etc.

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ECE107

Current course description in PowerCampus and Self-Service

ECE107 Administration of Childcare Centers, 3 Credits

This course focuses on current issues and trends in early childhood education. Included are social service agencies available to support and empower families and an introduction to family-oriented opportunities. **Observation hours may be required.**

Theory 3 Credits

Proposed Course Description

ECE107 Administration of Childcare Centers, 3 Credits

This course focuses on current issues and trends in early childhood education. Included are social service agencies available to support and empower families and an introduction to family-oriented opportunities. **40 hours of hours of field experience/observation will be required. This course requires**

a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program.

Theory 3 Credits

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ECE113

Current course description in PowerCampus and Self-Service

ECE113 Integrating Math and Science in Early Childhood Curriculum, 3 Credits

This course shows the aspiring teachers how to use activities and environment to teach math and science concepts, including such concepts as one-to-one correspondence, number sense and counting, logic and classifying, comparing, early geometry (shapes), spatial sense, parts, and wholes. Aspiring teachers also will learn how to teach children early science concepts, including life science, physical science, earth and space science, environmental awareness, health, and nutrition. **This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. Observation hours may be required.**

Theory 3 Credits

Proposed Course Description

ECE113 Integrating Math and Science in Early Childhood Curriculum, 3 Credits

This course shows the aspiring teachers how to use activities and environment to teach math and science concepts, including such concepts as one-to-one correspondence, number sense and counting, logic and classifying, comparing, early geometry (shapes), spatial sense, parts, and wholes. Aspiring teachers also will learn how to teach children early science concepts, including life science, physical science, earth and space science, environmental awareness, health, and nutrition.

Theory 3 Credits

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EDU200

Current course description in PowerCampus and Self-Service

EDU200 Foundations of Education, 3 Credits

This is an introduction to the profession of education. It is designed to be a survey course for students who are interested in transferring into education programs and related fields. Candidates will explore five major themes: professionalism, diversity, democratic issues/social justice, curriculum and instruction, and finally legal and organizational issues. These themes will provide teacher candidates with a broad understanding of education and schooling in the United States. **Twenty hours of observation/field work required.**

Theory 3 Credits

Proposed Course Description

EDU200 Foundations of Education, 3 Credits

This is an introduction to the profession of education. It is designed to be a survey course for students who are interested in transferring into education programs and related fields. Candidates will explore five major themes: professionalism, diversity, democratic issues/social justice, curriculum and instruction, and finally legal and organizational issues. These themes will provide teacher candidates with a broad understanding of education and schooling in the United States.

Theory 3 Credits

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EDU202

Current course description in PowerCampus and Self-Service

EDU202 Classroom Management: Issues and Trends, 3 Credits

This course explores classroom organization and management, including lesson and unit planning, effective teaching practices, and assessment of instruction. It also includes discipline, rules and procedures, parental involvement, classroom design, and effective use of technology. Students are expected to develop a classroom management plan they can use in their own classroom. **Forty hours of field experience are required.** This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. **Observation hours may be required.**

Theory 3 Credits

Prerequisite: EDU107

Proposed Course Description

EDU202 Classroom Management: Issues and Trends, 3 Credits

This course explores classroom organization and management, including lesson and unit planning, effective teaching practices, and assessment of instruction. It also includes discipline, rules and procedures, parental involvement, classroom design, and effective use of technology. Students are expected to develop a classroom management plan they can use in their own classroom. **40 hours of field experience/observation are required.** This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program.

Theory 3 Credits

Prerequisite: EDU107

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EDU206

Current course description in PowerCampus and Self-Service

EDU206 Classroom Practicum, 2 Credits

This practicum gives the prospective teacher the opportunity to work in a classroom setting at an off-campus site. The students will put into practice curriculum development methods and models of teaching strategies. The selection and sequence of content and learning activities should progress from

more familiar deductive, teacher centered models to student centered models which stress inductive thinking, cooperative learning, modes of inquiry, problem-solving and creative thinking. This course will address the different learning styles and appropriate curriculum development. **The practicum must be taken in conjunction with the seminar course and consists of 14 hours a week of practice experience at a variety of teaching levels.** This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. **Observation hours will be required.**

Prerequisites: ECE107 and EDU202

Corequisite: EDU207

Proposed Course Description

EDU206 Classroom Practicum, 2 Credits

This practicum gives the prospective teacher the opportunity to work in a classroom setting at an off-campus site. The students will put into practice curriculum development methods and models of teaching strategies. The selection and sequence of content and learning activities should progress from more familiar deductive, teacher centered models to student centered models which stress inductive thinking, cooperative learning, modes of inquiry, problem-solving and creative thinking. This course will address the different learning styles and appropriate curriculum development. The practicum must be taken in conjunction with the seminar course. **220 hours of field experience/observation are required.** This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program.

Prerequisites: ECE107 and EDU202

Corequisite: EDU207

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EDU207

Current course description in PowerCampus and Self-Service

EDU207 Classroom Seminar, 1 Credit

This seminar will focus on the models of teaching and curriculum issues that students will experience during their practicum in the classroom. Students meet one hour each week for discussion and problem solving based on their experiences. **This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. Observation hours may be required.**

Theory 1 Credit Prerequisites: EDU107 and EDU202

Corequisite: EDU206

Proposed Course Description

EDU207 Classroom Seminar, 1 Credit

This seminar will focus on the models of teaching and curriculum issues that students will experience during their practicum in the classroom. Students meet one hour each week for discussion and problem solving based on their experiences.

Theory 1 Credit Prerequisites: EDU107 and EDU202

Corequisite: EDU206

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EDU220

Current course description in PowerCampus and Self-Service

EDU220 Educational Psychology, 3 Credits

This course emphasizes applications of psychology to developmental patterns of pupils, methods of evaluation and assessment, and teacher-student interaction. Students will review the major theories in the history of learning and learn how these theories apply to teaching and learning. Focus of the course will be on the processes by which information, skills, values, rules, and attitudes are transmitted from teachers to students and how the methods, measurement, procedures, and behaviors of teachers impact learners. A major issue will be diversity and differences among learners. Students will be given opportunities to engage in small group discussions as well as in experimental exercises designed to put into practice the ideas of major educational theorists. **The student will learn about teaching and assessment in the real world through 20 hours of field experience. This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to the third week of class.**

Theory 3 Credits

Prerequisite: PSY101

Proposed Course Description

EDU220 Educational Psychology, 3 Credits

This course emphasizes applications of psychology to developmental patterns of pupils, methods of evaluation and assessment, and teacher-student interaction. Students will review the major theories in the history of learning and learn how these theories apply to teaching and learning. Focus of the course will be on the processes by which information, skills, values, rules, and attitudes are transmitted from teachers to students and how the methods, measurement, procedures, and behaviors of teachers impact learners. A major issue will be diversity and differences among learners. Students will be given opportunities to engage in small group discussions as well as in experimental exercises designed to put into practice the ideas of major educational theorists.

Theory 3 Credits

Prerequisite: PSY101

The above information replaces, supplements, or updates, the corresponding section(s) of the 2018-2019 Catalog on Page(s) [List the page number(s) to which the addendum specifically applies.]

