EDUC C202: CAREER EDUCATION/COMMUNITY COLLEGE TEACHING

Item	Value
Curriculum Committee Approval Date	11/15/2019
Top Code	089900 - Other Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

Course Description

Introduction to teaching in a community college classroom for those working in career education areas. Appropriate for students with an associate degree and six years of professional experience (or in the process of earning an associate degree) OR Bachelor's degree and two years of professional experience OR students who possess a combination of education and experience that is at least equivalent to the above. Topics include course planning and organization, student diversity, learning styles, student retention, active learning strategies, and instructional methodology. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Apply the principles of sound instructional techniques for community college-level teaching.
2. Create a new or existing course including a course syllabus, student evaluation and assessment instruments, exams, lesson plans, lecture outline, and overall course layout.
3. Demonstrate application of appropriate teaching styles and modalities for diverse student populations at the community college.
4. Display ethical behaviors and professional attitudes in relation to students and colleagues.

Course Objectives

- 1. Identify the needs of community college students by examining adult learning theories, cultural influences on learning, diversity and inclusion in the classroom, and multiple intelligences.
- 2. Demonstrate an understanding of effective community college teaching by examining instructional methodology, active learning strategies, methods of assessment, and learning styles and preferences.
- 3. Construct the components for a new or existing course including a course syllabus, student evaluation and assessment instruments, exams, lesson plans, lecture outline, and overall course layout.
- 4. Express a multicultural and global perspective when interacting with course content.
- 5. Identify professional and community resources available to facilitate development as a teacher and as a learner.

Lecture Content

ORIENTATION TO TEACHING COMMUNITY COLLEGE STUDENTS Student-Centered Approach State Your Purpose Develop Learning Objectives Types of Learning Methods of Instruction Deliver Your Material Retention GETTING UNDERWAY Designing or Revising a Course The Comprehensive Course Syllabus The First Days of Class Classroom Conduct and Decorum RESPONDING TO A CHANGING STUDENT BODY Diversity and Inclusion in the Classroom Students with Disabilities Reentry and Transfer Students Teaching Academically Diverse Students DISCUSSION STRATEGIES Leading a Discussion Encouraging Student Participation in Discussion Online Discussions Asking Questions Fielding Students Questions ALTERNATIVES AND SUPPLEMENTS TO LECTURES AND DISCUSSION Delivering a Lecture Web 2.0 Learning in Groups Informal Group Learning Activities Formal Group Learning Activities Case Studies Simulations: Role-Playing, Games, and Virtual Worlds Service Learning and Civic Engagement Undergraduate Research Guest Speakers ENHANCING STUDENTS LEARNING AND MOTIVATION Helping Students Learn Learning Styles and Preferences Motivating Students Informally Assessing Students Learning Mobile Learning STRENGTHENING STUDENTS WRITING AND PROBLEM-SOLVING SKILLS Helping Students Write Better in All Courses Designing Effective Writing Assignments Evaluating Students Written Work Homework Problem Sets TESTING AND GRADING Promoting Academic Honesty Quizzes, Tests, and Exams Allaying Students Anxieties about Tests Multiple-Choice and Matching Tests Short-Answer and Essay Tests Grading Practices Calculating and Assigning Grades PRESENTATION TECHNOLOGIES Flipcharts Chalkboards and Whiteboards Interactive Whiteboards Overhead Projection Slide Shows Video Recordings and Clips PowerPoint Presentations EVALUATION TO IMPROVE TEACHING Early Feedback to Improve Teaching and Learning Video Recordings and Classroom Observations The Teaching Portfolio TEACHING OUTSIDE THE CLASSROOM Holding Office Hours E-mail, Text Messages, and Instant Messages Academic Advising and Mentoring Undergraduates Guiding, Training, Supervising, and Mentoring Graduate Student Instructors FINISHING UP The Last Days of Class Student Rating Forms Writing Letters of Recommendation for Students

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)
- Field Experience (90)

Instructional Techniques

Instructor-initiated learning strategies include activities (e.g. closure statement, pre-post practice tests, motivational media) that bridge learning from the previous week to new material to be the focus of the current week; a discussion to be used as a focal point for interactions, sharing, debating, and processing course content; and other instructional strategies to encompass different student learning styles and activity-based processing activities. These may include lecture, discussion, small group activities, self-assessments, vignette analysis/problem solving related to classroom, behavior management, obstacles to student success, instructor guided Inquiry learning, simulations, case study analysis, role play, interviews, debate, self-assessment, brainstorming, action research.

Reading Assignments

Reading assignments include articles, textbook, and web resources, discussion board, along with the course webpage that involves extensive reading for comprehension and application.

Writing Assignments

Writing Assignments include responding to discussion board topics related to applying course content to classroom situation and experiences, interview or observation write-ups, case study, vignettes for classroom situations, and creation of course content including course syllabus, student evaluation and assessment instruments, exams, lesson plans, lecture outline.

Out-of-class Assignments

Students observe a university or community college classroom and write up an observation report, based on specific aspects of the out-of-classroom environment.

Demonstration of Critical Thinking

Consistent opportunities to connect and apply content knowledge to engage in critical thinking, (comprehension application, analysis, evaluation, synthesis) creativity, reflection, and collaborative problem-solving.

Required Writing, Problem Solving, Skills Demonstration

Examples include discussion board activities, observation or interview write-ups, case study, development and analysis of vignettes, projects, lesson demonstration.

Eligible Disciplines

Education: Masters degree in education OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Eng, N. Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students, ed. Norman Eng, 2017 2. Required Davis, B.G. Tools for Teaching, 2nd ed. Jossey-Bass, 2009 Rationale: Required Legacy Textbook Transfer Data: Legacy text 3. Required Northwest Center for Public Health Practice. Effective Adult Learning A Toolkit for Teaching Adults, ed. Robert Wood Johnson Foundation, 2012 Rationale: Required Legacy Textbook Transfer Data: Legacy text 4. Required Nilson, L. Teaching at its Best: A Research-Based Resource for College Instructors, 4th ed. wiley Sons, 2016 Rationale: - Legacy Textbook Transfer Data: Legacy text

Other Resources

1. Coastline Library