Course Prefix and Number: EDUC 201  
Credit hours: 3

Course Title: Teaching and Learning in Diverse Settings I

Course Prerequisites: None

Textbook(s): Parkav & Stanford, Allyn & Bacon. Becoming a Teacher. Pearson Publishing (For the exact textbook requirement, please refer to your instructor’s course information syllabus.)

Course Description: This course will introduce pre-service teachers to major issues faced by educators, effective teaching, educational reform and legal issues of education and professionalism to include self-assessment of desirable dispositions. Theories of human development and learning significant to the classroom teacher will be explored in class sessions and field experiences. Pre-service teachers will explore community services available to students and teachers.

Learning Outcomes:
At the end of the course, the student will:

A. Identify the implications of major laws and court decisions to education;
B. Identify real life examples of teachers demonstrating the Louisiana Components of Effective Teaching;
C. Demonstrate understanding of education reform in Louisiana and the United States;
D. Demonstrate knowledge of major theories of human development and learning including cognitive development theories, social/emotional development theories, moral development and behavior-based theories in planned and incidental classroom interactions with students;
E. Demonstrate the capability to use technology to research and present material and demonstrate effective oral and written communication, using Standard English including fluency, organization, and effective word choice.

To achieve the learning outcomes, the student will:

1. Research and summarize ten current court cases (1995-present) (A);
2. Complete a minimum of ten hours of classroom observations in regular and special education settings (B);
3. Under the No Child Left Behind Act (NCLB) and be familiar with Louisiana Components of Effective Teaching (LCET) (C);
4. Have an understanding of Piaget’s theory of human development and learning, Maslow’s Hierarchy of Needs, Kolberg’s theory of moral development, and Erikson’s Model of Psychosocial Development (D);
5. Use the classroom computer learning lab to research a variety of educational topics such as inclusion, mainstreaming, assessment and placement, history of education, philosophies of teaching, code of ethics, legal responsibilities, addressing individual differences, school report cards, overall organizational
set up of a school system, and complete oral presentations, observational diaries including a written synopsis of each classroom experience, and research paper regarding educational philosophies (E).

**Course Requirements:** The following are intended to help the learner meet the stated learning outcomes of the course: engage in required and supplemental readings; sign into CANVAS at least three times per week; prepare for and participate CANVAS discussions, written assignments, projects, and examinations.  
*In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.*

**Course Grading Scale:**

- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** 59% or below

**Attendance Policy:** The college attendance policy is available at [http://www.bpcc.edu/catalog/current/academicpolicies.html](http://www.bpcc.edu/catalog/current/academicpolicies.html)

**Course Fees:** None

**Nondiscrimination Statement:** Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

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Title IX and Equity/Compliance Coordinator  
Teri Bashara, Director of Human Resources  
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*Revised June 2017*