# 4/25/2023

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 May 2023

Term and Year of Implementation: Fall 2023

**Course Title:** Teaching and Learning in Diverse Settings II

**BRCC Course Rubric:** TEAC 2033

**Previous Course Rubric**: TEAC 203

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CEDU 1013

**CIP Code:** 13.0101

**Course Description:** Continues content in the field of teaching and focuses on the diverse needs of students. Two primary topics will be addressed within the course: an introduction to education and child development/psychology. The course will involve a combination of lecture and site-based experiences within schools. This course completes the introduction to the field of teaching initiated in TEAC 2013.

**Prerequisites:** Students must have earned a 2.5 G.P.A., have earned a “C” or better in MATH 1673 (or MATH 167) or MATH 1683 (or MATH 168), and TEAC 2013 (or TEAC 201), be a candidate for graduation, and have the permission of the program manager

**Co-requisites:** Upon passing a criminal background check, students must complete 18 hours of field experience at approved sites with diverse populations of various achieving students

**Suggested Enrollment Cap:** 25

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Identify different learning styles and ways of knowing within diverse student populations.

2. Identify important laws and legal decisions that affect the rights of students.

3. Demonstrate professional behavior indicative of those who work in the field of education.

4. Demonstrate knowledge of major theories of human development and learning through written and oral work in planned and incidental classroom interactions with students.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1. Portfolio/Portfolio Artifacts

2. Instructor Generated Quizzes/Exams

3. Writing Assignments

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. Education in an age of change

A. Becoming a professional educator

B. Challenges of school reform

II. Effective instruction in the diverse classroom

A. The curriculum

B. Learning styles and preferences

C. Multiple intelligences

D. Management and discipline

E. Assessment

III. Diversity

A. Programs and practices

B. Class, gender, ethnicity, religion, language, disability, and family structure

C. Laws and court decisions

D. Social and philosophical perspectives

E. Use of technology with special learners

IV. Exceptionalities

A. Programs and practices

B. Rights and responsibilities

C. Legal issues affecting learners and teachers