

EDUCATION (EDUC)

EDUC 090 Teacher Ed Field Placement I (1 credit)

This course is intended for students who are transferring in a course with outcomes equivalent to one of the following: EDUC 101 or EDUC 113 but is lacking the field placement experience. Students will spend 30 hours in a school placement with a mentor teacher and teach at least two lessons. Field placement experiences take place sometime during regular school hours, generally between 8:00 AM and 3:30 PM. A criminal record check will be conducted prior to students entering a school setting.

EDUC 100 Professionalism and Ethics in Teaching (3 credits)

This course will explore the role of the teaching professional in a diverse society. Standards of professional, legal and ethical teaching behavior will be addressed. The teacher's role in addressing issues of social justice, equity, and critical other social issues will be explored. **CHILD CARE CREDENTIALING INFORMATION:** This course includes 45 hours in core of knowledge training including 6 hours in Child Development, 3 hours in Health, Safety, and Nutrition, 3 hours in Special Needs, 21 hours in Professionalism, and 12 hours in Community.

EDUC 101 Introduction to Education: Early Childhood through Secondary (3 credits)

This course is a survey of the role of education, from preschool through secondary school, in the United States. It covers the historical and philosophical foundations of education, family engagement, classroom climate, curriculum, instructional techniques, developmentally appropriate practices, lesson planning, and assessment of student learning. Participants should anticipate spending a minimum of 30 field placement hours in a pre-K to 12 classroom.

Prerequisite(s): EDUC 100

EDUC 102 Supporting Adults with Disabilities (3 credits)

This introductory course is designed for individuals pursuing a career supporting adults with developmental disabilities. Types of adult services are reviewed. Emphasis is placed on supports in keeping with a person-centered philosophy including those which foster self-determination and community involvement. This course will include a 30-hour field placement working with adults with disabilities.

Prerequisite(s): EDUC 100

EDUC 103 The Young Child (3 credits)

This course is designed to provide students with knowledge of child development from birth to age twelve. Emphasis is placed on development and learning theories, factors which influence the development of young children, and the identification of children who are at risk for developmental delays. Other important issues related to the development of young children are also addressed including: school readiness, developmental assessment, families, developmentally appropriate practices and current trends in the field. **Additional Information Required by State Regulations **Child Care Credentialing Information:** This course includes 45 hours in core of knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 24 hours in additional core of knowledge training in Child Development; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hours in additional core of knowledge training in Curriculum; 3 hours in Health, Safety & Nutrition: Nutrition & Active Learning; 3 hours in Special Needs; 3 hours in Community: Anti-bias/Cultural Competence; and 3 hours in Community: Family & Community Partnerships.

EDUC 104 Materials and Curriculum in Early Childhood (3 credits)

This course will explore best practices in the field of early childhood education. Emphasis will be placed on fostering development of the whole child through developmentally appropriate practices. Other issues pertinent to the education of young children will be addressed including: family partnerships, diversity, relationships, brain development, and current trends in early childhood education. ****CHILD CARE CREDENTIALING INFORMATION:** This course includes 45 hours in core of knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 hours of Curriculum: Resources that Guide Daily Planning; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hours in Curriculum: Taking Learning Outside; 15 additional hours in Curriculum; 3 hours in Special Needs: Supporting Children with Disabilities, Delays, or Special Health Care Needs; 3 hours in Professionalism: Environmental Rating Scales; 3 hours in Professionalism: The Child Care Provider as Professional; 3 additional hours in Professionalism; 3 hours in Community: Antibias/Cultural Competence; and 3 hours in Community: Family & Community Partnerships.

EDUC 106 Communication Skills for Educators (3 credits)

This course analyzes issues and relationships surrounding the interactions of parents, teachers, students, and the community. Participants will learn effective communication skills and parent conferencing techniques. Attention will be given to understanding and communicating effectively with exceptional children and their parents. ****CHILD CARE CREDENTIALING INFORMATION:** This course includes 36 hours in core of knowledge training including 6 hours in Child Development, 9 hours in Special Needs, 15 hours in Professionalism, and 6 hours in Community.

EDUC 108 Classroom Management: Early Childhood (3 credits)

This course focuses on the theories and skills necessary for classroom management in an early childhood setting. Students are introduced to specific skills that support classroom management, including problem solving skills, record keeping, and observational and evaluation skills, while emphasizing child development issues. This course is designed for people working with children in daycare centers, nursery schools, prekindergarten, and kindergarten. ****CHILD CARE CREDENTIALING INFORMATION:** This course includes 27 hours in core knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 hours in Child Development: Developmentally Appropriate Supervision; 9 hours in Child Development: Positive Child Guidance and Discipline Theory; 3 hours in additional core of knowledge training in child Development; 3 hours in additional core of knowledge training in Curriculum; 3 hours in Professionalism: Conflict Resolution Strategies; and 3 hours in additional core of knowledge training in Professionalism.

Prerequisite(s): PSY 101

EDUC 109 Paraprofessional Success (3 credits)

This course explores the role of the paraprofessional in education and introduces skills the paraprofessional needs to be successful. A variety of techniques for assisting with instruction, modifying instruction, fostering appropriate behavior, and collecting documentation are all covered. Professionalism and collaboration are stressed throughout. Usually offered during the fall semester.

EDUC 110 Infant and Toddler Curriculum (3 credits)

This course will explore best practices for the care of infants and toddlers. The importance of nurturing relationships will be discussed, along with how to turn caregiving routines into learning opportunities. Attention will be given to how partnerships can be formed with families and children, including those from diverse backgrounds. Issues important to the effective care of very young children will be addressed including: special needs, breastfeeding, SIDs prevention, effective environments, and equity. Additional Information Required by State Regulations Students who complete both EDUC103 and EDUC110 are eligible for the 90-hour Infant and Toddler Certificate required by the Maryland State Department of Education, Office of Child Care. **Child Care Credentialing Information: This course includes 45 hours Core of Knowledge training including: 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 additional hours in child development; 3 hours in Curriculum: Resources the Guide Daily Planning; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hours in Curriculum: Taking Learning Outside; 12 additional hours in Curriculum; 3 hours in Health Safety and Nutrition: Special Considerations for Infants including supporting breastfeeding and SIDs prevention; 3 hours in Special Needs: Supporting Children with Disabilities, Delays, or Special Health Care Needs; 3 hours in Professionalism: Environmental Rating Scales; 3 hours in Professionalism: The Child Care Provider as Professional; 3 hours in Community: Anti-bias/Cultural Competence; and 3 hours in Community: Family & Community Partnerships.

EDUC 113 Introduction to Early Childhood Education (3 credits)

This course introduces students to the early childhood profession. It provides a historical perspective as well as current issues and trends in the field. Various roles of the early childhood professional are presented. Participants should anticipate spending the equivalent of four days in field placement with a minimum of 30 hours in an early childhood public school classroom. **CHILD CARE CREDENTIALING INFORMATION: This course includes 21 hours in core of knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 hours in Curriculum: Resources that Guide Daily Planning; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hour in additional core of knowledge training in Curriculum; 3 hours in additional core of knowledge training Professionalism; 3 hours in Community: Anti-Bias/Cultural Competence; and 3 hours in Community: Family & Community Partnerships.

EDUC 191 Independent Study: Education (1 credit)**EDUC 192 Independent Study: Education (2 credits)****EDUC 193 Independent Study: Education (3 credits)****EDUC 194 Independent Study: Education (4 credits)****EDUC 200 Introduction to Child Care Administration (3 credits)**

This course addresses the management skills necessary when functioning as a site manager in a child care facility. Students are introduced to training of staff, accounting for funds, purchasing, recruiting, staffing, budgeting, communicating with parents, fundraising, locating community resources and making positive referrals. **CHILD CARE CREDENTIALING INFORMATION: This course includes 30 hours in core of knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 hours in additional core of knowledge training in Child Development; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hours in additional core of knowledge training in Health, Safety & Nutrition; 3 hours in Professionalism: Environmental Rating Scales; 3 hours in Professionalism: Child Care Provider as a Professional; 3 hours in Professionalism: Conflict Resolution Strategies; and 9 hours in additional core of knowledge training in Professionalism.

Prerequisite(s): EDUC 108

EDUC 201 Field Placement I (3 credits)

This field placement experience requires that the student spend a minimum of 135 hours in an early childhood setting teaching under the supervision of a site manager and a faculty member. This experience is a capstone course and is intended to offer the student a hands-on opportunity to apply information learned throughout the degree program including, but not limited to, developmentally appropriate practices. Students should be enrolled in the Early Childhood Education AAS degree program or have the permission of the instructor.

Prerequisite(s): (EDUC 108 and EDUC 103 and EDUC 104)

EDUC 202 Field Placement II (3 credits)

This field placement experience requires that the student spend a minimum of 135 hours in an early childhood setting completing administrative tasks under the supervision of a site manager and a faculty member. This experience is a capstone course and is intended to offer the student a hands-on opportunity to apply information learned throughout the degree program including, but not limited to, developmentally appropriate practices, management tasks and supervision skills. Students should be enrolled in the Early Childhood Education AAS degree program or have the permission of the instructor.

Prerequisite(s): (EDUC 200 and EDUC 201)

EDUC 203 Advanced Materials and Curriculum for Infants and Toddlers (3 credits)

This course is an advanced exploration of best practices in early childhood education with an emphasis on infancy through age two. It includes an in-depth examination of evidence-based instruction including developmentally appropriate practices, brain-based learning, differentiated instruction and culturally responsive practices. Other issues impacting instruction in the early childhood classroom will be addressed including: teaching assistants, community resources, and home-school partnerships. Students may not receive credit for both EDUC 203 and EDUC 204. This course is only offered in the spring semester.

Prerequisite(s): (EDUC 103 and EDUC 110)

EDUC 204 Advanced Materials and Curriculum for Preschoolers (3 credits)

This course is an advanced exploration of best practices in early childhood education with a particular emphasis on ages two through five. It will include an in-depth examination of evidence-based instruction including developmentally appropriate practices, brain-based learning, differentiated instruction and culturally responsive practices. Other issues impacting instruction in the early childhood classroom will be addressed including: teaching assistants, community resources, and home-school partnerships. Students may not receive credit for both EDUC 203 and EDUC 204. This course is only offered in the spring semester.

Prerequisite(s): (EDUC 103 and EDUC 104)

EDUC 205 Instruction of Reading (3 credits)

This course uses criteria consistent with findings of scientific research to select, evaluate, and compare instructional programs and materials for teaching reading. Successful students are proficient in enabling students to become strategic, fluent, and independent readers using a variety of texts and other materials. They are prepared to involve parents and members of the school and surrounding community to promote reading both inside and outside of school. This course is approved by the Maryland State Department of Education for individuals seeking re-certification and is intended for early childhood, elementary, and special education teachers. Usually offered as needed.

EDUC 206 Literacy in the Content Areas: Part I (3 credits)

This course examines literacy in the present day with an emphasis on the literacy development of adolescent learners. The course content focuses on the interactive nature of the reading process in the content area and examines the use of effective instructional strategies for developing content reading literacy, skills, vocabulary and concepts. Emphasis is placed on the design of instruction that incorporates appropriate methods and materials for developing reading proficiency in the content area with a concentration on meeting the linguistic and cultural characteristics of all students.

EDUC 207 Processes and Acquisition of Reading (3 credits)

This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. This course is approved by the Maryland State Department of Education for individuals seeking initial certification and re-certification and is intended for early childhood, elementary, and special education teachers. Usually offered in the fall and spring semesters. **CHILD CARE CREDENTIALING INFORMATION: This course includes 12 hours in core of knowledge training including 3 hours in Child Development: Introduction to Observation and Assessment of Children; 3 hours in additional core of knowledge training in Child Development; and 6 hours in additional core of knowledge training in Curriculum.

EDUC 208 Avenues to Children's Literacy (3 credits)

This course is designed to give participants the ability to use criteria consistent with findings of scientific research to select, evaluate, and compare instructional programs and materials (e.g., children's literature) for teaching reading. Successful students will be proficient in enabling students to read a variety of textual materials and will be prepared to involve school and community members in promoting reading. This course is approved by the Maryland State Department of Education for individuals seeking re-certification and is intended for early childhood, elementary, and special education teachers, current daycare workers and future daycare workers only. Three lecture hours per week. Usually offered fall and spring semesters. **CHILD CARE CREDENTIALING INFORMATION: This course includes 12 hours in core of knowledge training including 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 9 hours in additional core of knowledge training in Curriculum; and 3 hours in Community: Family & Community Partnerships.

EDUC 209 Literacy in the Content Areas: Part II (3 credits)

This course examines literacy in the present day with an emphasis on the methods to develop that literacy in adolescent learners. Teacher candidates taking the course will examine, use, and evaluate a wide range of strategies and approaches to literacy instruction. Emphasis is placed on literacy tasks and assessment of those tasks to promote a better understanding of disciplinary content. Teacher candidates will develop professional dispositions for collaboration and leadership in order to work effectively with students, families, schools, and communities of varied linguistic and cultural backgrounds. It is recommended that students have access to a classroom for this course.

EDUC 210 Supporting Appropriate Behavior (3 credits)

This course provides a basic overview of the causes of behavioral difficulties frequently exhibited by children and by individuals with disabilities. Interventions used in response to challenging behavior are evaluated for effectiveness, as well as for adherence to legal and ethical standards. Emphasis is placed on interventions that can be used both in schools and in the community and that have been proven to support the development of appropriate behavior. **CHILD CARE CREDENTIALING INFORMATION: This course includes 12 hours in core of knowledge training: 3 hours in Child Development: Introduction to Observation and Assessment of Children; 6 hours in Child Development: Positive Child Guidance & Discipline Theory; and 6 hours in Special Needs: Supporting Children with Disabilities, Delays, or Special Health Care Needs.

EDUC 211 Assessment for Reading Instruction (3 credits)

This course is designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction focuses on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessment results in a variety of contexts. This course is approved by the Maryland State Department of Education for individuals seeking re-certification and is intended for early childhood, elementary, and special education teachers. This course is only offered in the spring semester. Usually offered as needed.

EDUC 212 Effective Teaching Methodology (3 credits)

This course introduces students to a broad spectrum of instructional methodologies for use in today's classrooms and to the frameworks that will guide their instructional decisions. Students learn to design instruction to meet the needs of diverse student populations and to apply instructional techniques to manage and teach these children. Usually offered in summer session.

EDUC 213 Classroom Assessment of Students (3 credits)

This course provides students with knowledge about both formal and informal assessment principles and applications and how these help in making decisions about their teaching and student learning. Participants learn the concepts and applications of various methods of assessment as well as the reasons and cautions that are inherent in the assessments they construct and interpret. Usually offered in summer session.

EDUC 214 Classroom Mentoring (1 credit)

This course is intended for new or provisional teachers in the public school system. Students have an opportunity to discuss lesson plans, student behavior, classroom management, and any other topic of importance during their first year teaching. The instructor is in contact with the students' assigned public school mentors and acts as resource for the students. Usually offered in fall and spring semesters.

EDUC 215 School-Age Child Care (3 credits)

This course presents best practices in the care of children from ages five through twelve. Topics covered include development and learning theories, effective environments, the importance of relationships, curriculum development, selection of age-appropriate materials, forming partnerships with families, and current trends in the field of school-age child care. Considerations when caring for children from diverse backgrounds, including children with disabilities, will be discussed. EDUC 103 may be taken concurrently. Additional Information Required by State Regulations Students who complete both EDUC103 and EDUC215 are eligible for the 90-hour School-Age Certificate required by the Maryland State Department of Education, Office of Child Care. **CHILD CARE CREDENTIALING INFORMATION: This course includes 45 hours in core of knowledge training including 3 hours in child Development: Introduction to Observation and Assessment of Children; 3 hours of Curriculum: Resources that Guide Daily Planning; 3 hours in Curriculum: Developmentally Appropriate Practice (including children with special needs); 3 hours in Curriculum: Taking Learning Outside; 15 additional hours in Curriculum; 3 hours in Special Needs: Supporting Children with Disabilities, Delays, or Special Health Care Needs; 3 hours in Professionalism: Environmental Rating Scales; 3 hours in Professionalism: The Child Care Provider as Professional; 3 additional hours in Professionalism; 3 hours in Community: Anti-bias/Cultural Competence; and 3 hours in Community: Family & Community Partnerships. This course is only offered in the spring semester.

Prerequisite(s): (EDUC 103 (may be taken concurrently))

EDUC 216 Child Health, Safety and Nutrition (3 credits)

This course examines the health, safety, and nutritional needs of children in the child care setting. It provides students with information concerning health and nutrition policies, the creation of safe learning environments, the development of lesson plans, and current issues in health, safety, and nutrition. **CHILD CARE CREDENTIALING INFORMATION: This course includes 36 hours of core of knowledge training including 3 hours in Child Development: Developmentally Appropriate Supervision; 6 hours in curriculum: Taking Learning Outside; 6 hours in Health, Safety & Nutrition: Nutrition & Active Learning; 6 hours in Health, Safety & Nutrition: Playground Safety; and 18 hours in additional core of knowledge training in Health, Safety & Nutrition.

Prerequisite(s): (EDUC 103 and EDUC 104)

EDUC 217 Introduction to Special Education (3 credits)

This course examines issues surrounding individuals with disabilities. Laws governing the rights and education of individuals with disabilities are explored. Techniques proven to be effective in teaching and in supporting appropriate behavior are taught. Participants should anticipate spending a minimum of 30 hours in a special education field placement setting. **CHILD CARE CREDENTIALING INFORMATION: This course includes 21 hours of core of knowledge training including 6 hours in additional core of knowledge training in Curriculum; 3 hours in Special Needs: Including All Children & the ADA; 3 hours in Special Needs: Supporting Children with Disabilities, Delays, or Special Needs; and 9 hours in additional core of knowledge training in Special Needs.

Prerequisite(s): (EDUC 101) or (EDUC 104)

EDUC 218 Exploring Teaching as a Next Career (1 credit)

This course is for individuals who have at least a bachelor's degree and are exploring the profession of teaching as a career choice. Topics presented include introductory information on teaching strategies, assessment, classroom management and school culture. This one-credit course includes five days with a mentor teacher in a classroom. To register for EDUC 218, must have at least a bachelor's degree or have permission from the dean.

EDUC 219 Everyday Classroom Assessment (3 credits)

This course provides an introduction to the assessment methods most frequently used within the classroom. Students will learn to use a variety of assessment techniques, develop objective scoring tools, analyze assessment data, and suggest next steps based on assessment results. Assessment for the purposes of monitoring development, developing instruction, documenting progress towards IEP objectives, and grading are all covered. Usually offered during the spring semester.

Prerequisite(s): EDUC 103 or (PSY 202) or (PSY 216) or (PSY 214)

EDUC 220 Teaching Methods for Differentiating Instruction/Elementary (3 credits)

This course provides an introduction to evidence-based practices that allow teachers to meet the needs of every student in a diverse classroom. It also introduces students to a broad spectrum of instructional methodologies for use in the early childhood and elementary classroom. Learning styles, tiered instruction, co-teaching, and use of technology are covered. The skills necessary for supporting students with special learning needs, including those with disabilities and those who are English Language Learners, are emphasized. Usually offered during the fall semester. Students may not earn credit for both EDUC 220 and EDUC 221. This course is only offered in the fall semester.

Prerequisite(s): (EDUC 101) or (EDUC 104) or (EDUC 102)

EDUC 221 Teaching Methods for Differentiating Instruction/ Secondary (3 credits)

This course provides an introduction to evidence based practices that allow teachers to meet the needs of every student in a diverse classroom. It also introduces students to a broad spectrum of instructional methodologies for use in the secondary classroom. Learning styles, tiered instruction, co-teaching, and use of technology are covered. The skills necessary for supporting students with special learning needs, including those with disabilities and those who are English Language Learners, are emphasized. Usually offered during the fall semester. Students may not earn credit for both EDUC 220 and EDUC 221. This course is only offered in the fall semester.

Prerequisite(s): (EDUC 101 or EDUC 102 or EDUC 104)

EDUC 222 Assessment and Diagnosis of the Exceptional Child (3 credits)

This course examines the process of assessing the various disabilities as set forth in special education legislation. This course will provide an overview of the basic statistics and properties of testing measures, formal and informal methods of assessment, and the interpretation of those assessment measures. This course is designed for individuals who are currently teaching. This course is only offered in the spring semester.

Prerequisite(s): EDUC 217

EDUC 223 Prescriptive Techniques for the Exceptional Child (3 credits)

This course builds upon what was learned in EDUC222 as students interpret evaluations for the purpose of developing an Individualized Education Program (IEP) for children with disabilities as set forth in special education legislation. In addition to learning how to develop an IEP, students will learn effective methods for teaching students IEP goals. This course is designed for individuals who are currently teaching. This course is only offered in the spring semester.

Prerequisite(s): EDUC 222

EDUC 224 Prescriptive Teaching for Inclusive Secondary Schools (3 credits)

This course builds upon what was learned in EDUC223 as students learn prescriptive teaching techniques for adolescents with a variety of disabilities. Consideration will be given to teaching both academic and life skills. Participants will learn the skills necessary to facilitate the productive inclusion of secondary students with disabilities. This course is designed for individuals who are currently teaching. This course is only offered in the spring semester.

Prerequisite(s): EDUC 223

EDUC 225 Prevocational and Vocational Curriculum and Methods for Persons with Disabilities (3 credits)

This course examines the curriculum and methodology of instruction in the area of prevocational/vocational services for students with disabilities. Included within this exploration are the transitional services for students leaving school. This course is designed for individuals who are currently teaching. This course is only offered in the fall semester.

Prerequisite(s): EDUC 217

EDUC 226 CDA Portfolio Preparation (2 credits)

This class prepares students to apply for the Child Development Associate Certificate (CDA) awarded by the Council for Professional Recognition (Council) in Washington, DC. By the end of this course, students will have a completed portfolio, addressing the functional areas addressed by the council, that is ready to submit as part of the CDA application process. This class should be taken after the completion of the first 90 training hours required for the CDA (e.g., The Young Child and Materials & Curriculum) and after the student is working in the field. This course provides 30-hours of the 120 hours of training required for application for CDA Preschool Certification. Course fee.

Prerequisite(s): (EDUC 103 and EDUC 104)

EDUC 261 Special Topics: (1 credit)

This course is for individuals who have at least a bachelor's degree and are exploring the profession of teaching as a career choice. Topics presented include introductory information on teaching strategies, assessment, classroom management and school culture. This one-credit course includes seven and one-half hours of classroom instruction and five full days in a K-12 environment in a private school setting.

EDUC 262 Special Topics (2 credits)

This exploratory course is for individuals who have at least a bachelor's degree and are interested in acquiring secondary certification to teach in grades 7-12 in a particular discipline. It is a gateway course for the Maryland Approved Alternative Preparation Program with Harford County Public Schools pending MSDE approval. It provides a basic overview of what is needed for certification as well as covers the types of diversity in today's classroom, including socioeconomic status, English language learners, gifted and talented, and students with disabilities. This course will include eight hours of observation in a public school setting.

EDUC 263 Special Topics (3 credits)

Special topics courses are developed to explore emerging issues or specialized content not represented in the main curriculum. Not all courses are offered each semester. See the schedule of classes for availability.