

EDUCATION, A.A.

Program Description

The Associate Degree in Education prepares students interested in a pathway to teaching. The program provides theoretical foundations in education, principles of child and adolescent growth and development as well as curricula development, lesson planning, observation. Child and adolescent growth and development, educational psychology, and fundamentals of reading, math, science, and social studies education are addressed. This program also prioritizes culturally relevant and sustaining education in preparing educators to work with learners from culturally, racial, and linguistically diverse backgrounds.

Upon completion of the program, students receive an associate degree in education. Students have the option of entering the workforce in a non-licensed position or transferring into a baccalaureate program in the Education Department. Students continuing at La Salle University will transfer directly in the program as a teacher candidate prepared to begin junior-level coursework provided all clearance, GPA, state testing, and field work requirements are met.

Degree Earned

A.A.

Required for Graduation

60 Credits

Student Learning Outcomes

1. To Develop Critical Habits of Mind in Learning and Teaching

SLO A: 1.1: Students will use the tools of the critical educational ethnographer to examine their identities, positions, and assumptions and these intersect with the wider social world. SLO B: 1.2: Students will identify, analyze and evaluate the underlying assumptions of concepts, theories, and alternate perspectives of curriculum and pedagogy.

2. To Embody The Lasallian Mission through Social Justice-Oriented Teaching, Learning, and Leadership

SLO C: 2.1: Students will use the tools of the critical ethnographer (field notes, participant observation, member-checking, and triangulation of data) to identify and disrupt deficit-model thinking and assumptions.

3. To Cultivate Engaged Scholarship and Communication

SLO D: 3.1: By engaging in a community based research project, students will be able to (a) pose pertinent and actionable research questions, (b) understand the context by reviewing to provide context, (c) engage with faculty and community members to address the question, (d) document the results of their actions, (e) communicate the outcomes.

4. To Incorporate Interdisciplinary and Liberal Arts Approaches to Learning and Teaching

SLO E: 4.1: Students demonstrate the ability to incorporate diversity of thought and integration of content

Progress Chart

Code	Title	Credits
Level One - Core Courses		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		

ILO 8.1: Written Communication (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives (https://catalog.lasalle.edu/undergraduate/ilo/)		
FYS 130	First-Year Academic Seminar ¹	3
ILO 2.1: Reflective Thinking and Valuing (https://catalog.lasalle.edu/undergraduate/ilo/)		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
IMS 162	Explorations in Science and Mathematics I	4
ILO 3.1b: Quantitative Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
MTH 150	Mathematics: Myths and Realities	3
ILO 6.1: Technological Competency (https://catalog.lasalle.edu/undergraduate/ilo/)		
CSC 151	Introduction to Computing Using Packages	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
<i>Distinct Discipline Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)		
ILO 4.1: Critical Analysis and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
HIS 202	Themes in American History: A Biographical Approach	3
ILO 9.1: Creative and Artistic Expression (https://catalog.lasalle.edu/undergraduate/ilo/)		
ARTH 150	Introduction to Art History	3
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 10.1: Ethical Understanding and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
EDC 101	Education in an Urban Context	3-4
ILO 11.1: Cultural and Global Awareness and Sensitivity (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
<i>Universal Required Modules</i>		
Students must complete the following 2 non-credit modules. ²		
ILO 7.1a (https://catalog.lasalle.edu/undergraduate/ilo/)		
Health Literacy Module		
ILO 7.1b (https://catalog.lasalle.edu/undergraduate/ilo/)		
Financial Literacy Module		
Major Requirements		
<i>All Other Required Courses</i>		

EDC 103	Human Learning, Cognition and Development	3
EDC 104	Educational Diversity in America	3
EDC 120	Foundations of Literacy	3
EDC 217	Teaching and Learning of Mathematics	3
EDC 219	Integrated Social Sciences	3
EDC 220	Reading, Writing, And Thinking in The Content Areas	3
EDC 260	Education Field	1-3
EDC 325	Teaching English Language Learners	3
EDC 326	Foundations of Early Childhood Education	3
IMS 162	Explorations in Science and Mathematics I	4
IMS 262	Explorations in Science and Mathematics II	4

Recommended Course Sequence

Course	Title	Credits
First Year		
First Semester		
EDC 104	Educational Diversity in America	3
EDC 120	Foundations of Literacy	3
EDC 260	Education Field	1-3
Credits		7-9
Second Semester		
EDC 101	Education in an Urban Context	3-4
EDC 104	Educational Diversity in America	3
EDC 260	Education Field	1-3
Credits		7-10
Second Year		
First Semester		
EDC 217	Teaching and Learning of Mathematics	3
MTH 150	Mathematics: Myths and Realities	3
EDC 260	Education Field	1-3
Credits		7-9
Second Semester		
IMS 262	Explorations in Science and Mathematics II	4
CSC 151	Introduction to Computing Using Packages	3
HIS 202	Themes in American History: A Biographical Approach	3
Credits		10
Total Credits		31-38

Program Contact Information

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Course Descriptions

EDC 101 Education in an Urban Context

This three-credit course will use the rich resources of the great city of Philadelphia to provide prospective educators with a general introduction to the roles, responsibilities and skills necessary for success in the profession, whether they pursue traditional classroom teaching roles or non-traditional roles in alternative learning settings that may include non-profits, youth service organizations, and cultural/arts/science venues. During this course you will explore a number of cultural and historic venues as you travel about the city under the close guidance of education department faculty members. You will meet some interesting citizens who have lived out their lives in the city, engage in lively seminar discussions focused on your explorations, and hone your creative skills by completing assignments carefully designed to help you develop your critical thinking abilities.

EDC 103 Human Learning, Cognition and Development

This is one of the gateway courses into the education programs at La Salle University. It is an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational psychology as it relates to human learning and introduces educational research. The course, which emphasizes speaking and writing, provides prospective education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral psychology. Students come to understand how people develop cognitively, socially, and emotion ally and how individuals learn. Students combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors, but field experience may be required by course instructors; required freshman course for ESEC, ESML and EDC majors).

EDC 104 Educational Diversity in America

From both developmental and ecological perspectives, this course explores the diversity of individuals in society and schools, including race, ethnicity, regional background, exceptionality, socio-economic status, gender, sexual orientation, age, and religion. Personal beliefs and attitudes surrounding issues of human diversity and its impact on the family, community, and society are examined. The course provides an understanding of the legal and ethical issues in educating students from diverse backgrounds and with disabilities. Additionally, the course highlights the characteristics of students with special needs and ways to accommodate their needs in the classroom setting. (The course is open to non-majors (field experience may be required by course instructors); required course for all ESEC, ESML and EDC majors.)

EDC 120 Foundations of Literacy

Foundations of Literacy is a course designed to help preservice teachers understand and promote literacy development of students in preschool through eighth grade. Emphasis is placed on providing rich and meaningful literacy experiences that invite engagement and that help children develop skill, confidence, and enjoyment in the processes of listening, speaking, reading, writing, viewing, and visual representation.

EDC 217 Teaching and Learning of Mathematics

This course focuses on how students learn mathematics with implications for teaching mathematical concepts, skills, problem-solving, and critical thinking. The course provides a basis for understanding the changing mathematics curriculum, offers opportunities to plan and evaluate instructional techniques and materials, and examines the integration of mathematics with other content areas, such as science, children's literature, and social studies. A field experience (two hours each week) is required in conjunction with this course. Prerequisite(s): EDC 103 and EDC 104.

EDC 219 Integrated Social Sciences

This course and its related fieldwork addresses social sciences subject matter pedagogy content in accordance with standards required by the Commonwealth of Pennsylvania Department of Education. It integrates social sciences into a thematic whole and addresses core concepts in each discipline while simultaneously addressing pedagogical methods of teaching these disciplines to young children using evidence-based instructional practices. A field experience (two hours each week) is required in conjunction with this course. Prerequisite(s): EDC 103 and EDC 104.

EDC 220 Reading, Writing, And Thinking in The Content Areas

The purpose of this course is to address the theory and practice of teaching reading across content areas in grades pre-K through 8. Students will examine various theories, instructional materials, teaching procedures and strategies, and themselves as teachers and students. They will also examine literacy as a whole and include strategies on the teaching of writing and the art of classroom discussion. The goal of this course is to help preservice teachers become reflective teachers of literacy in a diverse society. Using inquiry, based on theory, research, and their own investigation in classrooms, students will learn to be reflective teachers of reading, writing, and discussion. Through active participation and practice, students in this course will come to a deeper understanding of literacy instruction. The students will leave the course with many practical, usable classroom ideas to employ in all subject areas. A field experience (two hours each week) is required in conjunction with this course. Prerequisite(s): EDC 103 and EDC 104.

EDC 325 Teaching English Language Learners

This course provides a general overview of the ways to support English Language Learners (ELL) in the inclusive classroom. Information on Pennsylvania state standards for ELL students will be addressed and evidence-based strategies/approaches of oral language development will be emphasized. Theory will be connected to practice in field-based experiences.

IMS 262 Explorations in Science and Mathematics II

This integrated science/math course, with a focus on advanced subject matter content and pedagogy, is the second part of the 8-credit IMS course sequence designed for the Pre K-4 and middle level (4-8) education majors. Special attention is given to how children learn science and math, and how science/math should be taught in line with the academic standards documents and research findings. The course also aims to expose the teacher candidates--at a university level--to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication. Prerequisite(s): IMS 162

EDC 260 Education Field

EDC 260 is designed to provide Education majors the opportunity to gain experience in an educational setting related to their selected grade band. This course also offers the option for educators currently employed in an education setting to receive credit for their teaching experience under the guidance of a La Salle instructor.

ARTH 150 Introduction to Art History

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.