TO: The College Community  
FROM: Patricia Toney  
Vice President of Academic Affairs  
SUBJECT: ACADEMIC MATTERS  
DATE: November 19, 2013  

Final approval has been given to the academic matters acted upon at the November 12, 2013 meeting of the Learning Council.  

I. School of Public Service & Social Science  
The following two courses be retired and removed from the college catalog:  
   - GST 110 College Survival Skills  
   - GST 101 – Becoming a Successful Student  

_The motion passed, effective Fall 2014._  

The following new course be adopted:  
   - **SOC 201: Global Society and Global Culture**  
     3 credits  
     This course introduces students to social-science approaches to globalization. Students examine the challenges and opportunities of global society and culture from particular perspectives of the Global South, Africa, Central and Latin America, and most of Asia. General topics include social problems and social change, difference and inequality, continuity and conflict. Students also explore what it means to be a global citizen with respect to various social institutions such as family, education, and work.  
     _Prerequisite: ENG 100 or appropriate placement score._  

_The motion passed, effective Fall 2014._  

II. School of Business, Engineering & Technology  
The following course revision be made:  
   - Merge ACC 299 and BSS 299 into BUS 299 course.  
   - Add the following pre-requisites to BUS 299: ALH 151 or BKK 102 OR BSS 104
• **BUS 299 Career Strategies and Co-op Experience** 3 credits
This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success.

**Prerequisite:** ALH 151 or BKK 102 or BSS 104

_The motion passed, effective Fall 2014_

The following changes be made to the **Business Administration/Career – Medical Office Certificate (MSBB) and Clerical Office Certificate (COBB):**

• Remove BSS 299 Administrative Professional Cooperative Work Experience in Semester 2  
• Add BUS 299 Career Strategies and Co-op Experience in Semester 2

_The motion passed, effective Fall 2014_

The following changes be made to the **Full Charge Bookkeeper Certificate (FCBK):**

• Remove BUS 250 Business Admin Capstone Course  
• Replace BUS 250 with FIN 111 Personal Financial Planning  
• Remove ACC 299 Accounting Cooperative Work Experience and Seminar Replace ACC 299 with BUS 299 Career Strategies and Co-op Experience

_The motion passed, effective Fall 2014_

The following changes be made to the **Business Administration/Career-Administrative Professional - Associate in Science (BBAP):**

• Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 4  
• Add BUS-299 Career Strategies and Co-op Experience in Semester 4

_The motion passed, effective Fall 2014_

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### III. School of Healthcare

The following course revision be made to **EMT 202 Clinical Placement for the Paramedic:**

• Add EMT 203 as a co-requisite to EMT 202.

_The main motion as amended was adopted, effective Fall 2014._

The following changes be made to the **EMT Paramedic Certificate (PC):**

• BIO 100 to replace BIO 140 as a co-requisite for EMT 108, EMT 109, EMT 110, EMT 112, EMT 114, EMT 115, EMT 116, EMT 117, EMT 118 and EMT 119  
• Move EMT 203 into Semester 3 from Semester 4
IV. School of Humanities & Education

The following new courses be adopted:

**EDU 102: Integrating Theory and Practice: The Elementary School Learner**
This course provides an examination of prominent theories of teaching and learning in elementary education. Social, emotional and cognitive developmental processes involved in learning for typical and atypical learners are reviewed. The course offers insights into motivational theories, the affective aspects of learning and classroom management. A field experience (pre-practicum) of twelve hours beyond classroom time in an elementary school setting is required. **Please note:** Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

**Prerequisite:** ENG 101 F/S

The motion passed, effective Fall 2014

The following new courses be adopted:

**EDU 200: Foundations of Reading**
This course provides a strong foundation in the best practices of literacy instruction. Essential areas of reading instruction are addressed: understanding phonological and phonemic awareness, the use of phonics, vocabulary development, fluency, comprehension, assessment, and writing. The course offers opportunities to gain knowledge of the mechanics of the reading process and to design and implement effective instruction for various student populations. A field experience (pre-practicum) of fifteen hours beyond classroom time is required. **Please note:** Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

**Prerequisite:** EDU 101 F/S
EDU 201  Curriculum and Instruction in the Elementary School  3 credits
This course provides an overview of curriculum planning and instruction addressing the needs of all learners in an elementary school setting. Topics include classroom management, designing learning environments, assessment systems and communicating with families. State and national standards are integrated into instructional methods in the areas of language arts, social studies, math, science, health and technology. A field experience (pre-practicum) of ten hours beyond classroom time is required. Please note: Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.
Prerequisite: EDU 101 F/S
The motion passed, effective Fall 2014

The following program revisions be made to the General Studies Elementary Education Transfer Option (GSEE)

- Add EDU 102 to semester 3
- Add EDU 200 and 201 to semester 4
- EDU 101 is moved from Semester 4 to Semester 2
- SPH 101 is moved from Semester 3 to Semester 1
- History electives are designated as: HST 115, HST 116, HST 104, HST 105 or HST 106 (US or World History)
- Change career electives in semesters 1, 3 and 4 to Liberal Arts electives
- Remove Humanities Electives from semesters 1 and 3
- Remove Social Science elective from semester 4

The motion passed, effective Fall 2014
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name: GST 110 College Survival Skills (3 credits)

2. Originator: Marilyn Martin Date: 10/17/13

3. Division Dean: Dr James Brown Date: 10/17/13

4. Brief Description of the Proposal:
   Retire the course and remove from the College Catalog.

5. Effective Date: Immediately

6. Recommended by the Public Service & Social Sciences Division Date: 10/17/13
   Comment:

7. AA Leadership Team: 
   Recommended:  
   Not Recommended: 
   Comments:
   Date: 10/23/13

8. VP/Academic Affairs: 
   Recommended:  
   Not Recommended: 
   Comments: 
   Date: 10/23/13

9. Learning Council: 
   Recommended:  
   Not Recommended: 
   Comments: 
   Date: 11/12/13

10. VP/Academic Affairs: 
    Approved:  
    Not Approved:  
    Comments: 
    Date: 11/12/13
### COURSE REVISION PROPOSAL

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<tr>
<th>Type of Revision:</th>
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<tbody>
<tr>
<td>___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Name ___ #credits</td>
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<tr>
<td>___ Elective Type ___ X other (explain) retire the course</td>
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</tbody>
</table>

| Course Discipline or Department: | GST | Division: Public Service & Social Sciences |  |
| Course Number: | GST 110 |  |  |
| Current Course Name: | College Survival Skills |  |  |
| Current Course Description (as it appears in the college catalog): |  |  |  |

The course focuses on increasing success in college. Students identify and develop study and life skills by exploring learning styles, reading strategies, listening styles, memory techniques, note-taking skills, and test-taking strategies. Students learn goal setting, characteristics of successful students, time management, self esteem, effective and efficient communication strategies, positive health habits, and an appreciation and respect for diversity in an academic environment. Other topics include utilizing student support services and other campus resources, and developing strategies for using a personal computer as a study aid. F/S/SU

| Proposed Description (include all proposed changes): |  |  |  |
| Rationale for the change: |  |  |  |

GST 110 was the precursor to ORT 110. ORT 110 began in 2002 and has effectively replaced this course.

| Provide a description of any change in course content: |  |  |  |
| Does the course revision affect another department? Please confer with the coordinator of the affected department. |  |  |  |
| Affected department(s) | none |  |  |

| If this change affects a program grid, please submit a current and proposed program grid for each program affected |  |  |  |
| Please submit a syllabus to your dean with all of the revisions included |  |  |  |
COURSE REVISION PROPOSAL

1. Course Number and Name: GST 101 – Becoming a Successful Student (1 credit)

2. Originator: Marilyn Martin Date: 10/17/13

3. Division Dean: Dr James Brown Date: 10/17/13

4. Brief Description of the Proposal:
   Action: Retire the course and remove from the College Catalog.

5. Effective Date: Immediately

6. Recommended by the Public Service & Social Sciences Division Date: 10/17/13
   Comment:

7. AA Leadership Team: Date: 10/23/13
   Recommended: Not Recommended:
   Comments:

8. VP/Academic Affairs: Date: 10/23/13
   Recommended: Not Recommended:
   Comments:

9. Learning Council: Date: 11/12/13
   Recommended: Not Recommended:
   Comments:

10. VP/Academic Affairs: Date: 11/12/13
    Approved: Not Approved:
    Comments:
## COURSE REVISION PROPOSAL

<table>
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<tbody>
<tr>
<td>Description</td>
<td>Prerequisite</td>
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</tbody>
</table>

### Course Discipline or Department: GST
Division: Public Service & Social Science

### Current Course Number: GST 101

### Current Course Name: Becoming a Successful Student

#### Current Course Description (as it appears in the college catalog):

**Course description:** The course focuses on the college environment and services, study and learning skills, self-awareness, and self-development. The course is taught in a seminar format. F

### Proposed Description (include all proposed changes):

Retire the course and remove from the College Catalog.

### Rationale for the change:

The last time the GST 101 course was offered was in 2006.

### Provide a description of any change in course content.

### Does the course revision affect another department? Please confer with the coordinator of the affected department.
Affected department(s) | None
--- | ---

### If this change affects a program grid, please submit a current and proposed program grid for each program affected

Please submit a syllabus to your dean with all of the revisions included.
NEW COURSE PROPOSAL

1. Course Number and Name: SOC 201: Global Society and Global Culture

2. Originator: Sociology Department (Gaelan Benway, Teresa Varriale Gonzalez, Byron Thomas, Nancy Donohue-Berthiaume)  Date: 10/17/13

3. Division Dean: James Brown  Date: 10/17/13

4. Brief Description of the Proposal:
This proposal describes a new 200-level course for the social sciences entitled “Global Society and Global Culture.” This course will serve students in a variety of programs who seek exposure to perspectives on global social and cultural processes. It will also enhance the general education offerings with respect to Multiple Perspectives, Civic Engagement, and the Impact of Technology.

5. Effective Date:

6. Recommended by the Public Service & Social Sciences Division  Date: 10/17/13

   Comments:

7. AA Leadership Team: [Signature]  Date: 10/23/13

   Recommended:  
   Not Recommended:  

   Comments:

8. VP/Academic Affairs: [Signature]  Date: 10/23/13

   Recommended:  
   Not Recommended:  

   Comments:

9. Learning Council: [Signature]  Date: 11/12/13

   Recommended:  
   Not Recommended:  

   Comments:

10. VP/Academic Affairs: [Signature]  Date: 11/12/13

    Approved:  
    Not Approved:  

    Comments:
**NEW COURSE PROPOSAL**

<table>
<thead>
<tr>
<th>Course Discipline/School: Sociology / Public Service and Social Sciences</th>
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</thead>
<tbody>
<tr>
<td>Course Number: SOC 201</td>
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<tr>
<td>Course Name: Global Society and Global Culture</td>
</tr>
<tr>
<td>Prerequisites and/or corequisites (confer with affected department coordinator):</td>
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<tr>
<td>ENG 100 Pre-requisite</td>
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<tr>
<td>CIP code (check with IRaP Office): 45.0101.</td>
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<tr>
<td>Effective Term/year: Spring 2014</td>
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</tbody>
</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course.

Often, globalization is presented and understood as a series of economic processes. However, in the post-industrial era the operation and impact of social institutions and cultural phenomena are increasingly global in nature. Social problems and social change, difference and inequality, continuity and conflict; none can adequately be explained without global social and cultural understanding.

This course introduces students to such problems and processes in ways that will enhance the global reach and local impact of their learning and engagement in their major programs and career development.

The rationale for the ENG 100 Pre-requisite is to ensure that students enrolling in Global Society and Global Culture have sufficient background in college-level writing and critical thinking to support their success in the study of global social structure and global cultural, historical, and political processes. This pre-requisite structure also brings the proposed course in line with 200-level offerings in other Social Sciences disciplines, particularly History.

This course will serve transfer needs of students by fulfilling similar course requirements at other institutions.

This course does not replace any other course.

Is the course content similar to other courses now offered? Yes [ ] No [X]

If yes, attach a statement for the coordinator of the department offering the similar course.

Note: Coordinators of ECE (in re: ECE 245), HRM, and International Business were consulted and responded positively to the proposal; their suggestions have been incorporated in this draft.

Please indicate if this course will serve as any of the following types of electives
Course Materials

Course number: SOC 201

Course name: Global Society and Global Culture

Credits: 3

Lecture Hours: 3 | Lab hours: 0 | Clinic Hours: 0

General course description and prerequisites (as it will appear in the catalog):

This course introduces students to social-science approaches to globalization. Students examine the challenges and opportunities of global society and culture from particular perspectives of the Global South, Africa, Central and Latin America, and most of Asia. General topics include social problems and social change, difference and inequality, continuity and conflict. Students also explore what it means to be a global citizen with respect to various social institutions such as family, education, and work. Prerequisite: ENG 100 or appropriate placement score.

All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):

See attached sample syllabi.

Instructional Objectives (list):

1) Describe fundamental characteristics of post-industrial global society.
2) Describe fundamental characteristics of post-modern, post-colonial global culture.
3) Draw distinctions between global society and global culture; recognize that “the global” is not synonymous with “universal.”
4) Examine global structures and processes through a distinctively sociological lens while
demonstrating awareness of other disciplinary approaches.

5) Explain continuity and change in global society and culture from a variety of disciplinary and theoretical perspectives.

6) Articulate global social problems from perspectives of the Global South.

7) Develop attentiveness to local and global diversity in non-Western contexts.

8) Practice cultural competency skills with respect to local non-Western diversities.

9) Draw connections among circumstances of international interdependence and globalization.

10) Identify impacts of globalization at macro- and micro-levels of analysis.

11) Categorize ways in which the uneven distribution of social power and resources impact the civil society and cultural spheres.

12) Examine the impact and influence of collective social movements and human agency on global social problems.

Teaching procedures: (provide suggested teaching methodology): The methodological strategy applied in this course is highly participatory, allowing the students to discuss their concerns, comments and questions under the guidance of the professor. The professor shall guide the discussion and reflection on the proposed topics and engage in theoretical and practical explanations when necessary. The material will be supplemented by presentations, movies or documentaries.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

1. Diverse Approaches to Global Studies
   a. Academic Disciplines
      i. Anthropological
      ii. Economic
      iii. Political & Geo-political
      iv. Sociological
   b. Interdisciplinary Approaches
      i. Socioeconomic Development
      ii. Social Stratification
         1. Global
         2. Class
         3. Gender
         4. Ethnicity & Race
      iii. Human rights
      iv. International, Multinational, and Transnational Organizations

2. Substantive Topics
   a. Social Institutions and Institutional Participation
      i. Education
ii. Family  
iii. Labor  
iv. Military  
v. Public Health  
vi. Religion  
vii. Social Control / Order  

b. Topics and Themes  
   i. Civil Society and Democratization  
   ii. Environmental Issues and Movements  
   iii. Impact of Technology  
   iv. Indigeneity and Native Rights  
   v. Informal Economy  
   vi. Language  
   vii. Mass Media and Popular Culture  
   viii. Peace & Conflict  
   ix. Popular and Folk Traditions  
   x. Population Dynamics  
   xi. Post-colonialism & Neo-colonialism  
   xii. Social Movements  
   xiii. Sovereignty and Independence  

Other information:  

- Suggested basis for student grading and criteria for evaluating student performance  
- Suggested attendance policy  
- Suggested plagiarism statement  
- Suggested assessment methodologies  

Please see attached sample syllabi.
List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC’s Intranet under Frequently Used Forms (Academic Governance Forms).

<table>
<thead>
<tr>
<th>COURSE STUDENT LEARNING OUTCOMES FOR SOC 201: Global Society and Global Culture</th>
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<tbody>
<tr>
<td>Upon completion of the course, students will be able to:</td>
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<tr>
<td><strong>1</strong></td>
<td>Describe fundamental characteristics of post-industrial global society.</td>
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<tr>
<td><strong>2</strong></td>
<td>Describe fundamental characteristics of post-modern, post-colonial global culture.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Draw distinctions between global society and global culture; recognize that “the global” is not synonymous with “universal.”</td>
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<td><strong>4</strong></td>
<td>Examine global structures and processes through a distinctively sociological lens while demonstrating awareness of other disciplinary approaches.</td>
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<tr>
<td><strong>5</strong></td>
<td>Explain continuity and change in global society and culture from a variety of disciplinary and theoretical perspectives.</td>
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<td><strong>6</strong></td>
<td>Articulate global social problems from perspectives of the Global South.</td>
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<td><strong>7</strong></td>
<td>Develop attentiveness to local and global diversity in non-Western contexts.</td>
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<td><strong>8</strong></td>
<td>Practice cultural competency skills with respect to local non-Western diversities.</td>
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<td>Draw connections among circumstances of international interdependence and globalization.</td>
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<tr>
<td><strong>12</strong></td>
<td>Examine the impact and influence of collective social movements and human agency on global social problems.</td>
</tr>
</tbody>
</table>

How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

I - Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.
M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.

E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

| CONNECTION OF SOC 201: Global Society and Global Culture TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES | I,M,E |
| Communication Skills: Students will write and speak effectively. | M |
| Information Literacy: Students will locate, evaluate and apply reliable and appropriate information. | M |
| Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems. | I |
| Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge. | I |
| Technical Literacy: Students will utilize computer and emerging technologies effectively. | E |
| Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts. | I |
| Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures. | E |
| Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence. | I |
| Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment. | M |
| Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship. | E |
If the course is a discipline elective, please indicate how the course contributes to the Discipline Student Learning Outcomes if they are available. List the Discipline Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

<table>
<thead>
<tr>
<th>CONNECTION OF SOC 201: Global Society and Global Culture to DISCIPLINE STUDENT LEARNING OUTCOMES FOR Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study, review, and demonstrate understanding of the discipline of sociology and its role in contributing to our understanding of social reality</td>
</tr>
<tr>
<td>2. Study, review, and demonstrate understanding of the role of theory in sociology</td>
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<tr>
<td>3. Study, review, and demonstrate understanding of the role of evidence and of qualitative and quantitative methods in sociology</td>
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<tr>
<td>4. Study, review, and demonstrate understanding of basic concepts in sociology and their fundamental theoretical interrelations</td>
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<tr>
<td>5. Study, review, and demonstrate understanding of how culture and social structure operate</td>
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<tr>
<td>6. Study, review, and demonstrate understanding of reciprocal relationships between individuals and society</td>
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<td>7. Study, review, and demonstrate understanding of the macro/micro distinction</td>
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<tr>
<td>8. Study, review, and demonstrate understanding of the internal diversity of American society and its place in an international context</td>
</tr>
</tbody>
</table>

Provisionally adopted March 2013; based upon ASA booklet *Sociology and the Liberal Arts*. 
Course syllabus and outline

SOC 201

GLOBAL SOCIETY AND GLOBAL CULTURE

Spring semester 2014

Class meets:
Day | Time
Location
Professor Gaelan Lee Benway, Ph.D.
Office: 424 Administration Building
E-mail: gbenway@qcc.mass.edu
Phone: 508-854-4339
Spring 2014 office hours: TBA and by appointment

COURSE DESCRIPTION
This course introduces students to social-science approaches to globalization. Students examine the challenges and opportunities of global society and culture from particular perspectives of the Global South, Africa, Central and Latin America, and most of Asia. General topics include social problems and social change, difference and inequality, continuity and conflict. Students also explore what it means to be a global citizen with respect to various social institutions such as family, education, and work.

What will you learn how to do in this course?

| Describe fundamental characteristics of post-industrial global society. |
| Describe fundamental characteristics of post-modern, post-colonial global culture. |
| Draw distinctions between global society and global culture; recognize that “the global” is not synonymous with “universal.” |
| Examine global structures and processes through a distinctively sociological lens while demonstrating awareness of other disciplinary approaches. |
| Explain continuity and change in global society and culture from a variety of disciplinary and theoretical perspectives. |
| Articulate global social problems from perspectives of the Global South. |
| Develop attentiveness to local and global diversity in non-Western contexts. |
| Practice cultural competency skills with respect to local non-Western diversities. |
| Draw connections among circumstances of international interdependence and globalization. |
| Identify impacts of globalization at macro- and micro-levels of analysis. |
| Categorize ways in which the uneven distribution of social power and resources impact the civil society and cultural spheres. |
| Examine the impact and influence of collective social movements and human agency on global social problems. |
“Globalism has less to do today with multinationals, World Trade Organization agreements and e-mail connections than with the way each one of us chooses to define community, home and ourselves. How much will we take in the neighbors, how much expand our narrow orbit?”
“Pico Iyer

COURSE REQUIREMENTS

Class structure: Most of our class meetings will follow a modified lecture format, with lesser emphasis on formal lecture by the instructor and greater emphasis on mutual exploration of provocative questions. We will also spend class time discussing written assignments and research projects. Because of the interactive nature of class meetings, consistent student attendance and participation are vital (see attendance and participation policies below).

Attendance: Students are expected to attend each class meeting. I will take attendance each day; each day’s attendance counts equally toward the final grade. Since much of our actual work for this course takes place during class meetings, attendance forms a significant portion of students’ final grades. Not all credit-bearing work completed during class meetings may be made up (see “classroom participation” below). Classes missed for any reason will detract from students’ final grades, though I will record documented excused absences for discretionary use in final grading. Students who miss a large number of classes due to illness or other extreme circumstances should speak with me about possible accommodations, including extra credit work. Students are responsible for getting notes, handouts, or other missed material via our course Blackboard site, during my office hours, or from fellow students (please note that email and phone calls to me are NOT appropriate methods to discover what you missed).

Civility expectations: Open-mindedness to all types of difference is imperative to a safe and successful college experience. This course adheres to the ideals of Quinsigamond Community College as described in the Student Handbook and elsewhere. Many of the topics we’ll discuss are sensitive, and each of us may have a strong opinion. To help create a productive and comfortable classroom environment, it is important to listen to each other with open minds, and always be mindful of the impact your comments may have on others.

In a college classroom, disruptive behavior is unacceptable. Students who disrupt or otherwise undermine the classroom process will be penalized by the loss of attendance and participation credit. Students who repeatedly interfere with others’ teaching and learning will be referred to the Dean of Students for intervention or disciplinary action, including possible expulsion from the class. (Examples of disruptive behavior include, but are not limited to: talking out of turn, off
topic, or off task; engaging in any behavior that is distracting to the professor or other students; using cell phones or other handheld or digital devices; and violating the College Ideals as outlined in the College Handbook.) The College Handbook is available in PDF format via The Q in the Publications list of the Student Services Home Page.

"The internationalism of the mind and sensibilities is not an abstract internationalism. Nor is it inaccessible. It is available in the bookstore on the corner, and the library downtown; it is as solid as the feeling set up by the look of a steel beam, as specific as the grace of a bamboo shoot, as general as the idea of nature or humanity...."
~C. Wright Mills, in a letter to Tovarich (an imaginary Russian friend), 1959

Office hours: There is little time to interact before or after class meetings, and it is not appropriate to use class meeting time to discuss individuals’ grades or assignments. If you are struggling with course material, wish to discuss your progress, or explore a question related to course material that we didn’t address in class (or that you were uncomfortable bringing up), you are welcome to come to my office during the posted times. Office hours are also the appropriate setting to discuss accommodations (see “accommodations,” below). It is always better to make special arrangements well ahead of time to avoid missing due dates and course work.

My office is on the 4th floor of the Administration building, Room 424. It is accessible by the center stairs and by the "old" elevator.

Communication: When I need to contact students, collectively or individually, I employ the campus Qmail system exclusively. If you don’t check your Qmail regularly, I strongly suggest you set your Qmail to forward to an email account you do check regularly (instructions appear on the Q). Otherwise, you will miss important information. Students are responsible for any information I send via email.

I am available to students via e-mail as well, and e-mail is the best forum for quick questions and reminders. You are welcome to leave me a voicemail message; however, I tend to respond to these in class or via e-mail; please do not ask me to call you back.

If you email me using a personal account, I will respond to that account but I will not add it to the distribution list for the course -- I will continue to send mail to your Qmail account. Also, be aware that I block access immediately for any email account that sends spam; no exceptions or second chances.
ASSIGNMENTS

Due dates for all assignments including reading assignments will be announced in class.

**Reading assignments:** This syllabus gives an overview of reading assignments. I will announce specific reading assignments in class and students will have a voice in our choices of supplemental readings. Please make every effort to complete all assigned reading by its due date. This will reduce the need to spend classroom time going over the basics and will free up time for more interesting discussions and activities.

There is one required **course text**, available for purchase at the QCC bookstore:

*Global Sociology*, 3rd edition; March 2013
by Robin Cohen and Paul Kennedy
Publisher: NUY Press / Palgrave MacMillan
[ISBN: 9781479800766]

For your convenience, a copy of this text is available on reserve at Alden Library.

A student study site is available at no charge at [http://www.palgrave.com/sociology/cohen3e/students/index.html](http://www.palgrave.com/sociology/cohen3e/students/index.html)

Students will also be responsible for supplemental readings selected to broaden our course’s coverage of East, South, and Southeast Asian globalization and diversity. These will be available on our Blackboard site and on reserve at the Alden Library.

**Classroom participation and Portfolio:** Sociological concepts make the most sense and are best learned when applied. We will do this in classroom discussion and quizzes, but also in regular, structured classroom activities. Such activities will accompany most instructional units (or modules, and will culminate in a portfolio of work that spans the most important and challenging ideas in Sociology 2XX. Each of these activities counts equally toward students’ final grades.

I also give participation consideration for spontaneous contributions to classroom discussion, for good questions asked, and for strong examples presented. Some participation will be recorded at the end of each class meeting, and some is discretionary at the end of the semester.

**Quizzes:** A short, objective item online quiz will accompany each instructional unit. Quizzes will be posted online as we begin each module and will be due as we complete each. As you will have at least a full week to complete each quiz at your own convenience, you will not be able to make up missed quizzes. Please refer to late policy, below, for extreme cases.

The quizzes will closely reflect course readings and are intended to encourage you to complete class readings on time and to attend and participate in class meetings.

[Will revise to reflect Blackboard Learn procedures.] Students are responsible for learning and remembering their login information for the SOC 201 Blackboard site. Most campus computers provide
access to Blackboard and are regularly updated for the Java runtime environment, browser compatibility, and other software or security elements. If you will be using a home computer, you will be responsible for your connection. Either way, I recommend that you bookmark the Blackboard site the first time you access it.

Your Blackboard User Name is your QCC student ID number. Your password is the first 2 letters of your last name, followed by the last 4 digits of your Social Security number, followed by the letters ‘qc’ (e.g., for Doc Benway, the password would be ‘be9799qc’). You can access Blackboard through the Q or directly via http://qcc.mass.edu/qccconline/ . If the Q or our servers are down for maintenance, you may also log in through UMass Online at https://learning.umassonline.net.

Projects: Each student will conduct a research project into an issue concerning global society and global culture. While no research paper is associated with this assignment, students will be expected to develop sociological research skills. The final product of this assignment is a PowerPoint or other multimedia presentation near the end of the semester. We will devote class time to library instruction and project development.
ACADEMIC INTEGRITY

**Accommodations:** I am aware that individual students bring individual experiences and challenges to their academic pursuits. Every effort will be made to accommodate the individual needs and varied learning styles of the students in this course. It is very important that you communicate needs and concerns to me so that we may address them creatively and effectively. Besides discussing such issues with me, students may benefit from the services of the Learning Assistance Center.

**Plagiarism and other misconduct:** Plagiarism of any kind will not be tolerated in this course. Cheating, plagiarism, submitting another’s work as one’s own, or doing work for which another person will receive academic credit constitutes academic dishonesty. This includes, but is not limited to, the following: Unauthorized use of books, notebooks, or any other sources in order to secure or give help during examinations Unauthorized copying or possession of examinations, assignments, reports, or term papers; presentation of others’ assignments, reports, or term papers as one’s own work Presentation of unacknowledged material, in whole or in part, as one’s own work. Any case of plagiarism will be considered a very serious violation of the College’s academic regulations, and will be brought before the appropriate College officials. Other student misconduct that adversely affects an environment conducive to learning will be disciplined, as outlined in the Student Handbook.

*Students should also be aware that all materials used in this class are the intellectual property of the professor or other copyright holder. These may not be reproduced or distributed in any manner without my written permission.*

---

“...globalization put in balance, is a welcomed development for the contemporary world (a world which due to improved information and communications technology facilities is often described as a planetary village), but a lot still has to be done...”

—Henry Ekwuruke
ASSESSMENT

At any interval in the course the Blackboard MyGrades tool will help you know your assessment status to that point. It is your responsibility to be aware of that status and to take steps to make up work or make arrangements for missed work or classes. Using the rubric below, a simple percentage calculation will tell you your provisional grade for the course to that point.

Extra credit is available via my faculty web site; you may submit extra credit work for up to ten points of the final grade. All extra credit is due by the last Friday of regular classes. For Spring 2014 this date is May XX, no exceptions.

Final exam session: Though we do not have a final exam per se in this course, students ARE expected to be available during our final exam session: Day | Date | Time.

Late policy: It is very important that all work be handed in on time. Exceptions will be made only with appropriate documentation from one of the “three Ds” (i.e., a dean, deacon, or doctor).

Grades for written assignments will be reduced by one third of a letter grade for each class day they are late (i.e., an assignment due on Friday but handed in on Monday which merits a grade of A- will receive a grade of B+).

Pass / fail work submitted late will be relegated to the bottom of my overall grading pile (I teach a minimum of five sections each semester) and will be noted as late for discretionary purposes in the final grade.

Always speak with me beforehand if you anticipate difficulty completing an assignment on time; it is much more possible to accommodate extensions and changes before the fact than after.

---

**Final grade**

- Final project: 25%
- Portfolio: 25%
- Quizzes: 30%
- Attendance: 20%
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<thead>
<tr>
<th>MONTH</th>
<th>UNIT</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Jan.</td>
<td>Part one: Interpretations</td>
<td>The making of global sociology</td>
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<td>Thinking globally</td>
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<td>Modernity and the evolution of world society</td>
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<td>Work, production and finance</td>
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<td>Political sociology: changing nation states</td>
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<td>Feb.</td>
<td>Part two: Divisions and inequalities</td>
<td>Global inequalities: the victims</td>
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<td>Class, income and wealth</td>
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<td>Gender and sexualities</td>
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<td>Race, ethnicity and intersectionality</td>
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<td>Corporate power and social responsibility</td>
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<td>Crime, terrorism and violence</td>
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<td>Mar.</td>
<td>Part three: Experiences</td>
<td>Population and migration</td>
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<td>Globalization, families and social change</td>
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<td>Consuming culture</td>
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<td>Lifestyle and leisure</td>
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<td>Media and the digital age</td>
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<td>Apr.</td>
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<td>Global religion</td>
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<td>Urban life</td>
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<td>Global civil society and political activism</td>
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<td>Towards an environmentally safe world</td>
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<td>Identities and belonging</td>
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<tr>
<td>May</td>
<td>Conclusion: global uncertainties and ways forward</td>
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<td></td>
<td>Final Project Presentations</td>
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</tbody>
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2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

COURSE REVISION PROPOSAL

1. Course Number and Name: BUS 299 Career Strategies and Co-op Experience

2. Originator: Maryann Kania Date: 9/23/2013

3. Division Dean: Kathy Rentsch Date: 10/17/2013

4. Brief Description of the Proposal:

The faculty members in Business Administration are recommending the following revisions to BUS 299.

- To update the course description to reflect essential workplace skills demanded by all employers in all disciplines and to align with national cooperative education best practices and educational standards adopted by the QCC Career Placement Services. In so doing, the faculty is merging ACC 299 and BSS 299 into BUS 299 course. This revised course will allow a cross-disciplinary mix of students to work together during the cooperative education experience.
  - Note: While BUS 299 appears in CX, there is no available record of when it first was approved through governance. There is also no current course description or course syllabus.

- To add the following pre-requisites to BUS 299: ALH 151 OR BKK 102 OR BSS 104

5. Effective Date: Fall 2014

6. Recommended by the School of Business Engineering & Technology Date: October 17, 2014

   Comment:

7. AA Leadership Team: Date: 10/23/13

   Recommended: Not Recommended:

   Comments:

8. VP/Academic Affairs: Date: 10/23/13

   Recommended: Not Recommended:

   Comments:

9. Learning Council: Date: 11/2/13

   Recommended: Not Recommended:

   Comments:

10. VP/Academic Affairs: Date: 1/12/13

    Approved: Not Approved:

    Comments:
## COURSE REVISION PROPOSAL

<table>
<thead>
<tr>
<th>Type of Revision:</th>
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<tr>
<td><em>x</em> Description</td>
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<td>_ _ Elective Type</td>
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</table>

### Course Information

**Course Discipline or Department:** Business Administration  
**Division:** School of Business, Engineering & Technology  

| Current Course Number: BUS 299  
Current Course Name: Career Strategies and Co-op Experience  
Current Course Description (as it appears in the college catalog): None listed |

### Proposed Description (include all proposed changes):  

This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success.

Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 150-hour unpaid or 225-hour paid cooperative work experience related to their particular major. The faculty member and career placement services provide CO-OP assistance, but students are ultimate responsibility for securing a timely CO-OP placement.

**Prerequisite:** ALH 151 OR BKK 102 OR BSS 104

### Rationale for the change:  

To update with current CO-op regulations and combine Business co-op courses BSS 299, ACC 299 and BUS 299.

### Provide a description of any change in course content.  

None

### Does the course revision affect another department? Please confer with the coordinator of the affected department.  

Affected department(s) __________________________

### If this change affects a program grid, please submit a current and proposed program grid for each program affected  

See attached grids.

### Please submit a syllabus to your dean with all of the revisions included.  

See attached
Quinsigamond Community College
670 West Boylston Street
Worcester, MA 01606

COURSE SYLLABUS

COURSE NUMBER: BUS 299

COURSE TITLE: Career Strategies and Co-op Experience – 3 credits

PREREQUISITE: BSS 104 or ALH 151 or BKK 102


Facilitator's Name: Assistant Professor, Maryann J. Kania

Email Address: mkania@qcc.mass.edu

Work Telephone Number: 508-854-2718

Mail box: 433

Office Location: 220A (Administration Building)

Course Description:
This course provides students with career and employment strategies. Students learn the job hunting process, identification of their skill set, resume and cover letter preparation, job interviewing skills, networking, negotiation, interpersonal skills development, business etiquette, ethics, and presenting themselves for success.

Co-op placement
Students develop a learning agreement with the instructor, stipulating learning goals and outcomes based on the position description. Students are required to successfully satisfy the terms of the learning agreement and complete a 150-hour unpaid or 225-hour paid cooperative work experience related to their particular major. The faculty member and career placement services provide CO-OP can placement assistance, but students are ultimate responsibility for securing a timely CO-OP placement.

Prerequisites: BSS 104 or ALH 151 or BKK 102

Co-requisites: none


Other Materials: USB drive and Portfolio binder
Policies

ATTENDANCE:

Attendance is vital to meet the goals of this course. You are responsible for all class work, announcements, paper due dates, even if you miss class. Reading assignments and in-class assignments are noted on the course outline. Your attendance and participation in class is a component of your final grade.

Attendance Policy: Concerning attendance (taken from the Student Responsibilities section of the Student Handbook): Students are expected to attend all of the semester's scheduled classes.

Each student is responsible for getting all assignments and topics covered during his/her absence. Students are responsible for letting the professor know BEFORE the class period begins, that they cannot attend, via email or phone call. Attendance will be taken as a normal part of the class period.

The following formula will be used for the calculation of student attendance grade:

The number of time STUDENTS ATTEND is divided by the TOTAL number of class periods. Grading Policy: Assignments are due on time (at the beginning of class) regardless of attendance. Homework will not be accepted after the due date. Homework assignments are designed to lead to class discussion and late homework will not be accepted which result in a “0” grade for the late assignment.

PLAGIARISM:

Plagiarism (taken from the College Policies section of the Student Handbook): Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college. Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.

CELL PHONE POLICY:

Students are expected to be considerate of their colleagues, and are therefore asked to turn-off cellular telephones during class time. For emergency messages, please set the telephone device to vibrate.

Services for Veterans

QCC is proud to support veterans. If you are a veteran of the armed forces, please visit the Veteran Affairs Office located in 125A (Administration Building) or contact them at veteranaffairs@acc.mass.edu.

STUDENTS WITH SPECIAL NEEDS:

Every effort will be made to meet the individual needs and various learning styles of students in this course. It is of the utmost importance that you inform me at the beginning of the semester of your particular needs. If you have concerns about this course, please make an appointment with me. If you concerns are about a learning disability or other specific need, please make an appointment with me and with a learning specialist at the Disability Services office, Room 246A. All information is strictly confidential.

TEACHING PROCEDURES:

1. Lecture/discussions will be presented and reinforce conceptual information
2. Individual reading will provide the basis for class discussions and MUST be completed prior to class
3. Media/Videos support and illustrate significant points
4. Evaluation by the Supervisor at the Cooperative Education Work Site
GRADING/EVALUATION TOOLS:

Coursework will be graded accordingly. For each assignment missed, candidates will receive a zero and their final grade will be averaged appropriately. The breakdown of grades is as follows:

- Feedback Based on Employer Evaluation Form 25%
- Classroom Activities/Participation 25%
- Final Paper Assignment 25%
- Seminar and Co-op Worksites Attendance 25%

Total........................................ 100%

Instructional Objectives: At the end of this course, the student should be able to have a basic understanding of:

Job Search Process
- Learn and understand about the phases in the job search process
- Develop a Job Search plan, using record keeping, time management tools to organize, and conduct your job search efficiently with a Career Management Files system and career portfolio.
- Identify and practice success strategies, such as maintaining a positive outlook, business ethics, etiquette, practicing assertive behaviors, and creating a proactive action plan, to gain confidence, and achieve your goals.
- Understand the basic expectations in the workplace and employer/employee relationship.
- Research growing industries, emerging occupations, and the requirements of those careers.
- Understand the different types of skills and competencies that employers require and evaluate your skills from an employer’s perspective.
- Identify and document your education, work experience, activities and career related skills for resume building and to market yourself as a candidate.
- Recognize and document your values, preferences, and personal qualities for a career match researching on the Internet with self-assessment and career planning tools.

Networking strategies:
- Identify networking strategies, contacts, groups, and online networking sources to expand your job search network and develop opportunities for job leads.
- Locate career information and guidance through career information surveys or interviews with members of your network.
- Learn how to research career fields, career sources, employers, and specific jobs using Internet research skills.
- Locate job leads using the Internet and traditional resources.
- Create a 60-second commercial for networking, interviewing, and business services

Interviewing Techniques:
- Identify the purpose, role of a resume, and the sections of an appealing resume.
- Construct a clear and concise resume with the understanding of organization and format choices.
- Understand the different methods for distributing and tailoring the resume to target jobs and employers.
- Use the Internet to research trends in effective resume and cover letter writing strategies.
- Learn how to complete effective employment applications, request for interview, and follow-up to employers.
- Research common interview styles, typical employer interviewing questions, and candidate questions for employers to gain skills for employment.
- Apply the elements of successful interviewing including enthusiasm, interest, and research of the employer’s organization.
- Project professionalism with effective communication practices, business etiquette, proper wardrobe, and positive body language.
- Build confidence by completing a mock practice interview.
- Learn new skills through interview self-assessment and critique.
Negotiating Skills:
- Identify current salary information for your field, employment testing procedures, and compensation packages.
- Become familiar with guidelines for negotiating the compensation package, how to deal effectively with job offers, and possible rejection.

The Workplace Environment:
- Review guidelines for adjusting successfully, applying critical thinking and problem skills, and achieving peak performance in a new job.
- Evaluate your previous or current performance previous jobs, volunteer work, or another responsible activity.
- Learn techniques for managing change and being adaptable.
- Research your industry for tips on job success, promotion, and making a job change.

***Please note: All assignments should be submitted on Blackboard Learn. There are 6 in classroom meetings. Attendance is mandatory.*** All assignments should be submitted prior to Module classroom meetings.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>***Module 1</td>
<td>Class Meeting</td>
<td>Discussion about Co-op requirements including member from Career Services visit, Co-op Handbook, co-op placement, and discussion of all forms with time limits.</td>
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<td></td>
<td>Introductions and syllabi review</td>
<td>Review syllabi and course expectations Student should purchase course textbook</td>
</tr>
<tr>
<td>Assignments to submit prior to next Module meeting</td>
<td>Chapter 1 Discussion</td>
<td>Read Ch. 1 - The Job Search Process, Complete the Trial Run, page 15 and Career Actions 1-1 through 1-4</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Discussion In Class - Career Actions 2-2 2-3 and 2-4 group</td>
<td>Students should read Ch. 2 Sources of Job Information and complete Trial Run page 30 for discussion in class Career Actions 2-1</td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Discussion and Resume Review</td>
<td>Students should read Ch. 3 Know Yourself to Market Yourself. Complete all Career Actions.</td>
</tr>
<tr>
<td>***Module 2</td>
<td>Class Meeting</td>
<td>Business Ethics and Etiquette</td>
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<td></td>
<td>Chapter 4 Discussion</td>
<td>Students should read Ch. 4 Your Winning Network due and complete all Career Actions.</td>
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<td></td>
<td>Chapter 5 Discussion</td>
<td>Students should read Ch. 5 Research Careers and Find Job Leads complete Trial Run page 95 and all Career Actions.</td>
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<tr>
<td></td>
<td>Chapter 6 Discussion</td>
<td>Students should read Ch. 6 Resumes Please submitted updated resumes and complete Trial Run, page 138 and all Career actions</td>
</tr>
<tr>
<td>***Module 3</td>
<td>Class Meeting</td>
<td>Career Assessment and skill set identification Resume and cover letter review</td>
</tr>
</tbody>
</table>
|               | Chapter 7 Discussion        | Students should read Ch. 7 Job Applications and Cover Letters and complete Career Action 7-3 and 7-4 Please find a job listing that interests you and follow 7-4 directions to key and submit a a cover letter to apply for that job. Please also submit a copy of job listing.)
<table>
<thead>
<tr>
<th><strong>Module 3</strong></th>
<th><strong>Class Meeting</strong></th>
<th><strong>Business Ethics and Etiquette</strong></th>
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<tbody>
<tr>
<td>Chapter 9 Discussion</td>
<td>Students should read Ch. 9 Ask for and Get the Interview, Trial Run page 209 and actions.</td>
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<tr>
<td>Chapter 10</td>
<td>Students should read Ch. 10 Interview Styles and Questions. Complete 10-3 page 230 - 232. Please include your research about interviewing questions. Please read Career Action 10-1 Part 2, Internet Research.</td>
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</tr>
<tr>
<td><strong>Module 4</strong></td>
<td><strong>Class Meeting</strong></td>
<td><strong>Members of businesses to discuss interviewing techniques and mock interviews</strong></td>
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<tr>
<td>Chapter 11</td>
<td>Students should read Ch. 11 Interview Like a Pro. Complete Career Action 11-6.</td>
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<tr>
<td>Chapter 12 and 13 Negotiating</td>
<td>Students should read Ch. 12 Following Up and Negotiating Offers and Ch. 13 Dealing with Disappointment. Please read and complete Trial Run page 263. Please include the research.</td>
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<tr>
<td><strong>Module 5</strong></td>
<td><strong>Class Meeting</strong></td>
<td><strong>Networking event</strong></td>
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<tr>
<td>Chapter 14</td>
<td>Students should Ch. 14 complete Trial Run page 274</td>
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<tr>
<td>Reflection Papers</td>
<td>Please submit your Reflection Papers prior to the last Module in class meeting.</td>
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</tr>
<tr>
<td><strong>Module 6</strong></td>
<td><strong>Final in class discussion Follow-up</strong></td>
<td>Co-op placement Results of Job hunting Celebration All students must attend.</td>
</tr>
</tbody>
</table>

Students will submit the final reflection papers prior to the last class, Module 6 class meeting.

**Final Reflection Paper Guidelines**

Students are required to complete a final reflection paper. In general, the purpose of these reports is:

- To synthesize and summarize the full impact of their cooperative learning experience.
- To develop and practice skills in written communication and in formal report writing.
- To reflect the overall objective of cooperative education and demonstrate the student’s ability to integrate theory and practice, to study a topic, and to analyze a situation or a problem.
- To provide an opportunity for the student to integrate their academic learning with their work experience.
- Provide each student with a final document that has value for his or her academic and professional development.
Reflection Paper:

Papers will be evaluated on the basis of both content and writing style. The paper should include reflection on the overall internship experience. It is important that the student relate information from his or her educational experience and the internship readings to the internship experience.

The paper should be 3-4 page typed, Times New Roman, 12 font and double-spaced on 8 1/2 x 11 inch paper to include a cover page containing the title, author's name, mailing address, email address, telephone number, semester you worked, company name, job title, date the paper was submitted.

Below is the grading rubric for your reflection papers.

<table>
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<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Organization</td>
<td>Information is very organized with well-constructed paragraphs or bullet points when needed.</td>
<td>Information is organized, but there is room for improvement. (paragraphs/bullets are not well constructed)</td>
<td>The information appears to be disorganized.</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>All topics are addressed and all questions answered with good support, clearly relating to assignment.</td>
<td>All topics are addressed, and most questions answered. Answers are related to assignment.</td>
<td>One or more topics were not addressed; information has little or nothing to do with assignment.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Little to no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
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</table>

Scale:
3 = Exceeds Expectations
2 = Meets Expectations
1 = Did Not Meet Expectations

Final Reflection Paper

Evaluate the Goals and Objectives of your Co-op Placement. Please compose the paper using these sections while incorporating the answers to the questions in the body of each section of your paper.

A) Specific Job Competencies
   1) What duties did I perform on the co-op job
   2) What was I responsible for?
   3) What is the relationship between learning in the classroom and on-the-job? 
      What differences are there between how goals are defined and achieved in these two arenas?

B) Learning about Work
   1) What is an effective job-hunting strategy for people in your field?
   2) What interpersonal skills help you succeed on-the-job in this field?

C) Your Interests, Values and Abilities as an Employee
   1) What do you value in life and on-the-job: What interests you? What abilities do you have to offer an employer?
   2) How do each of these relate to your occupational choice?
D) Your Career
   1) What influence will this experience have on any future academic experiences? (i.e. selecting career electives)
   2) What information or skills I learned on co-op, will I bring back to the classroom?
   3) What classroom learning experiences did I bring to my co-op experience?
   4) How did this work experience influence my future career?
   5) Describe an important piece of information you learned at work, that you would consider relevant to a class you have taken, and share what you learned.
   6) Describe an important piece of information that you learned in school that applies to a work-related problem and describe it.

E) Your Measurable Learning Objectives for this Work Experience
   1) What Objectives were selected?
   2) What progress was made in achieving the objectives?
   3) Were any challenges encountered as you attempted your objective?
   4) What else did I learn and what new skills did I develop?
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: Business Administration/Career – Medical Office Certificate
2. Originator: Maryann Kania
   Date: September 25, 2013
3. Division Dean: Kathy Rentsch
   Date: October 17, 2013
4. Brief Description of the Proposal:
   1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 2
   2. Add BUS-299 Career Strategies and Co-op Experience in Semester 2
5. Effective Date: Fall 2014
6. Recommended by the School of Business, Engineering & Technology
   Date: October 17, 2013
   Comments:

   7. AA Leadership Team: ___________________________ Date: 10/23/13
      Recommended: ______  Not Recommended: ______
      Comments: ____________

   8. VP/Academic Affairs: ___________________________ Date: 8/25/13
      Recommended: ______  Not Recommended: ______
      Comments: ____________

   9. Learning Council: ___________________________ Date: 11/12/13
      Recommended: ______  Not Recommended: ______
      Comments: ____________

   10. VP/Academic Affairs: ___________________________ Date: 11/12/13
      Approved: ______  Not Approved: ______
      Comments: ____________
### DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

**Program:** Business Administration/Career - Medical Office Certificate (MSBB)  
**Division:** Business and Technology  
**Degree type:** Certificate

Provide a detailed list of the proposed changes to the program.

1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 2  
2. Add BUS-299 Career Strategies and Co-op Experience in Semester 2

**Attachments:**  
- X Current program grid  
- X Proposed program grid

Submit separate proposals for any new courses or revised courses in the program.

See revisions to BUS 299 Career Strategies and Co-op Experience  
Provide a rationale for the proposed changes.

To align all Business Co-op Courses

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions. No

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.  
**Department(s) Affected:**

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.  
No

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?  
No

If yes please provide a rationale.

Will any of the following be required:  
- Additional staff ____ no  
- Additional space no ____  
- Additional equipment no ____  
Provide a rationale for any needs indicated and include approximate cost of equipment.
### BUSINESS ADMINISTRATION/CAREER - Medical Office Certificate (Program Code: MSBB) FALL 2014 - CURRENT

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
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<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Introduction to Medical Terminology</td>
<td>ALH 102</td>
<td>F/S/SU</td>
<td></td>
<td>3</td>
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<td>Coreq – ENG 100 or appropr place score Passing the ENG 096 departmental writing final examination essay or appropr place score</td>
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<tr>
<td>Medical Law and Ethics</td>
<td>ALH 106</td>
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<td>Introduction to Microcomputer Applications</td>
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<td>F/S/SU</td>
<td></td>
<td>3</td>
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<td>A grade of C or higher in ENG 091 or appropr place score</td>
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<td>Passing the ENG 096 departmental writing final examination essay or appropr place score</td>
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<td>Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or appropr place score</td>
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<td>ALH 102</td>
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<td>BSS 212</td>
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<td>BSS 104 or ALH 151</td>
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**Total credits required**: 27

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### BUSINESS ADMINISTRATION/CAREER - Medical Office Certificate (Program Code: MSBB) PROPOSED

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<td>ALH 102</td>
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<td>Business Office Procedures</td>
<td>BSS 104</td>
<td>F/S/SU</td>
<td></td>
<td>3</td>
<td></td>
<td>BSS 101, CIS 111, Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or appropr place score</td>
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<td>3</td>
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<td>A grade of C or higher in ENG 091 or appropr place score, BSS 101 Coreq- ALH 102</td>
</tr>
<tr>
<td>Career Strategies and Co-op Experience</td>
<td>BUS 299</td>
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<td>3</td>
<td>ALH 151 or BKK 102 or BSS 104</td>
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</table>

**Total credits required**: 27
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: CLERICAL OFFICE CERTIFICATE

2. Originator: Maryann Kania  Date: September 25, 2013
3. Division Dean: Kathy Rentsch  Date: October 17, 2013

4. Brief Description of the Proposal:
   1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 2
   2. Add BUS-299 Career Strategies and Co-op Experience in Semester 2

5. Effective Date: Fall 2014

6. Recommended by the School of Business, Engineering & Technology  Date: October 17, 2013
   Comments:

7. AA Leadership Team:  Date: 10/23/13
   Recommended:  Not Recommended:  
   Comments:

8. VP/Academic Affairs:  Date: 10/23/13
   Recommended:  Not Recommended:  
   Comments:

9. Learning Council:  Date: 11/12/13
   Recommended:  Not Recommended:  
   Comments:

10. VP/Academic Affairs:  Date: 11/12/13
    Approved:  Not Approved:  
    Comments:
**2013-2014**  
**QUINSIGAMOND COMMUNITY COLLEGE**  
**DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL**

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<th>Program:</th>
<th>CLERICAL OFFICE CERTIFICATE</th>
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<td>Degree type:</td>
<td>Certificate</td>
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Provide a detailed list of the proposed changes to the program.

1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 2  
2. Add BUS-299 Career Strategies and Co-op Experience in Semester 2

Attachments:

- X Current program grid  
- X Proposed program grid

Submit separate proposals for any new courses or revised courses in the program.

See revisions to BUS 299 Career Strategies and Co-op Experience

Provide a rationale for the proposed changes.

To align all Business Co-op Courses

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions. No

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.

Department(s) Affected: No

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.

No

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?

No

If yes please provide a rationale.

Will any of the following be required:

- Additional staff: no  
- Additional space: no  
- Additional equipment: no

Provide a rationale for any needs indicated and include approximate cost of equipment.
## CLERICAL OFFICE CERTIFICATE (PROGRAM CODE: COBB) - CURRENT

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<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
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</tr>
<tr>
<td>Keyboarding Applications</td>
<td>BSS 101</td>
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<td>ENG 091</td>
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<tr>
<td>Introduction to Microcomputer Applications</td>
<td>CIS 111</td>
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<td>Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or approp place score</td>
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<td>ENG 100</td>
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<td>Coreq-ENG 100 or approp place score</td>
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<td>Financial Accounting I</td>
<td>ACC 101</td>
<td>F/S/SU</td>
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<td>ENG 100 or approp place score, MAT 090 or approp place score, BSS 101, CIS 111, ENG 100 or approp place score, CIS 111</td>
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<td>BSS 104 or ALH 151</td>
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<td>Administrative Professional Cooperative Work Experience</td>
<td>BSS 299</td>
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<td>ENG 100 or approp place score and computer literacy</td>
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<td>HUM 142</td>
<td>S/SU</td>
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## CLERICAL OFFICE CERTIFICATE (PROGRAM CODE: COBB) - PROPOSED

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<th>Course #</th>
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<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keyboarding Applications</td>
<td>BSS 101</td>
<td>F/S/SU</td>
<td></td>
<td>3</td>
<td>3</td>
<td>ENG 091 or approp place score</td>
</tr>
<tr>
<td>Introduction to Microcomputer Applications</td>
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<td></td>
<td>3</td>
<td></td>
<td>Passing ENG 091 with a grade of C or higher and passing the ENG 096 departmental writing final examination essay or approp place score</td>
</tr>
<tr>
<td>Introduction to English Composition</td>
<td>ENG 100</td>
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<td>3</td>
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<td>Coreq-ENG 100 or approp place score</td>
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<td>PSY 158</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>Financial Accounting I</td>
<td>ACC 101</td>
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<td>ENG 100 or approp place score, MAT 090 or approp place score, BSS 101, CIS 111, ENG 100 or approp place score, CIS 111</td>
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<td>BSS 104</td>
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<td>ENG 100 or approp place score, CIS 111</td>
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<td>3</td>
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<td>ALH 151 or BKK 102 or BSS 104</td>
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<tr>
<td>Career Strategies and Co-op Experience</td>
<td>BUS 299</td>
<td>F/S/SU</td>
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<td>ENG 100 or approp place score and computer literacy</td>
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2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program Name: Full Charge Bookkeeper Certificate

Originator: Carol Murphy Date: October 1, 2013
Division Dean: Kathy Rentseh Date: October 17, 2013

Brief Description of the Proposal:

1. Remove BUS 250 Business Admin Capstone Course in Certificate
2. Replace with FIN 111 Personal Financial Planning in Certificate
3. Remove ACC 299 Accounting Cooperative Work Experience and Seminar in Certificate
4. Replace with BUS 299 Career Strategies and Co-op Experience in Certificate

Effective Date: Fall 2014

Recommended by the School of Business, Engineering & Technology Date: October 17, 2013

Comments:

AA Leadership Team: ___________________________ Date: 10/23/13

Recommended: ________ Not Recommended: ________

Comments:

VP/Academic Affairs: ___________________________ Date: 10/23/13

Recommended: ________ Not Recommended: ________

Comments:

Learning Council: ___________________________ Date: 11/12/13

Recommended: ________ Not Recommended: ________

Comments:

VP/Academic Affairs: ___________________________ Date: 11/12/13

Approved: ________ Not Approved: ________

Comments:
## Degree Program or Certificate Revision Proposal

**Program:** Full Charge Bookkeeper Certificate  
**Division:** Business and Technology  
**Degree type:** Certificate

Provide a detailed list of the proposed changes to the program.  
1. Remove BUS 250 Business Admin Capstone Course in Certificate  
2. Replace with FIN 111 Personal Financial Planning in Certificate  
3. Remove ACC 299 Accounting Cooperative Work Experience and Seminar in Certificate  
4. Replace with BUS 299 Career Strategies and Co-op Experience in Certificate

**Attachments:**  
Current program grid  
Proposed program grid  
Submit separate proposals for any new courses or revised courses in the program.

See Revisions to BUS 299 Career Strategies and Co-op Experience.

Provide a rationale for the proposed changes.  
- FIN 111 will give students a broader understanding of how financial planning impacts everyday life and how some of the institutions students may eventually be employed in function.  
- The newly restructured BUS 299 covers much of the same material and learning outcomes as BUS 250: resume and cover letter creation, job search techniques, networking, negotiation, interpersonal skills development, business etiquette and ethics.

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions.  
No.

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.  
Department(s) Affected: NONE

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?  
No  
If yes please provide a rationale.

Will any of the following be required:  
- Additional staff: No  
- Additional space: No  
- Additional equipment: No  
Provide a rationale for any needs indicated and include approximate cost of equipment.
FULL CHARGE BOOKKEEPER CERTIFICATE (Program Code: FCBK) - CURRENT

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<th>Course #</th>
<th>Offered</th>
<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
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<tr>
<td>Semester 1</td>
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<tr>
<td>Bookkeeping II</td>
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<td>F/S/SU</td>
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<td>BKK 101</td>
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<td>Business Admin Capstone</td>
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<tr>
<td>• Students complete this certificate with 15 college credits; 12 credits are transferrable to the AS in Business Administration/Career Program (code: BB)</td>
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<td>• BKK 102 is designed for students to prepare for the American Institute of Professional Bookkeepers certification test within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.</td>
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FULL CHARGE BOOKKEEPER CERTIFICATE (Program Code: FCBK) - PROPOSED

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<td>BKK 101</td>
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<td>Personal Financial Planning</td>
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<td>BUS 299</td>
<td>F/S/SU</td>
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<td>• Students complete this certificate with 15 college credits; 12 credits are transferrable to the AS in Business Administration/Career Program (code: BB)</td>
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<td>• BKK 102 is designed for students to prepare for the American Institute of Professional Bookkeepers certification test within the Full Charge Bookkeeper certificate. It may not be considered equivalent to college level Accounting for the purpose of transfer of credit to some baccalaureate institutions.</td>
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DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name:
   BUSINESS ADMINISTRATION CAREER – ADMINISTRATIVE PROFESSIONAL - Associate in Science

2. Originator: Maryann Kania  Date September 25, 2013
3. Division Dean: Kathy Rentsch  Date: October 17, 2013

4. Brief Description of the Proposal:
   1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 4
   2. Add BUS-299 Career Strategies and Co-op Experience in Semester 4

5. Effective Date: Fall 2014

6. Recommended by the School of Business, Engineering & Technology  Date: October 17, 2013
   Comments:

7. AA Leadership Team:  Date: 10/12/2013
   Recommended:  
   Not Recommended: 
   Comments:

8. VP/Academic Affairs:  Date: 10/23/2013
   Recommended:  
   Not Recommended: 
   Comments:

9. Learning Council:  Date: 11/2/2013
   Recommended:  
   Not Recommended: 
   Comments:

10. VP/Academic Affairs:  Date: 11/12/2013
    Approved:  
    Not Approved: 
    Comments:
## DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

**Program:** BUSINESS ADMINISTRATION CAREER - ADMINISTRATIVE PROFESSIONAL - Associate in Science  
**Division:** Business and Technology  
**Degree type:** Associate

Provide a detailed list of the proposed changes to the program.  
1. Remove BSS-299 Administrative Professional Cooperative Work Experience in Semester 4  
2. Add BUS-299 Career Strategies and Co-op Experience in Semester 4

**Attachments:**  
- X Current program grid  
- X Proposed program grid

Submit separate proposals for any new courses or revised courses in the program.

See revisions to BUS 299 Career Strategies and Co-op Experience

Provide a rationale for the proposed changes.

To align all Business Co-op Courses

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions. No

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.  
**Department(s) Affected:**

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.  
**No**

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?  
**No**

If yes please provide a rationale.

Will any of the following be required:  
- Additional staff _no_  
- Additional space _no_  
- Additional equipment _no_  

Provide a rationale for any needs indicated and include approximate cost of equipment.
## BUSINESS ADMINISTRATION CAREER – ADMINISTRATIVE PROFESSIONAL - Associate in Science
(Program Code: BBAP) – FALL 2014 - CURRENT

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*Suggested elective: ALH 102*
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. Course Number and Name: EMT 202 Clinical Placement for the Paramedic

2. Originator: Cheryl A. Finn Date: 10/2/13

3. Division Dean: Jane E. June Date: 10/17/13


5. Effective Date: Fall 2014

6. Recommended by the ____Healthcare____ Division Date: October 17, 2013
   Comment:

7. AA Leadership Team: ___________________________ Date: 10/23/13
   Recommended: _____ Not Recommended: _______
   Comments:

8. VP/Academic Affairs: __________________________ Date: 10/27/13
   Recommended: _____ Not Recommended: _______
   Comments:

9. Learning Council: ____________________________ Date: 11/1/13
   Recommended: _____ Not Recommended: _______
   Comments:

10. VP/Academic Affairs: _________________________ Date: 11/2/13
    Approved: _____ Not Approved: _______
    Comments:
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

Type of Revision:

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Course Discipline or Department: EMT        | Division: Healthcare
Current Course Number: EMT 202
Current Course Name: Clinical Placement for the Paramedic
Current Course Description (as it appears in the college catalog):
This course gives the student the opportunity to deliver optimum patient care at several clinical hospital sites, using a preceptor approach. Clinical rotations occur within the following departments:
Intensive/Critical Care Unit, Emergency Department, Anesthesiology (Operating Room), Pediatric
Emergency Department, Emergency Mental Health, Labor and Delivery, and other departments as needed.
Prerequisites: EMT 115, EMT 116, EMT 117, EMT 118, EMT 119 S/SU

Proposed Description (include all proposed changes):
This course gives the student the opportunity to deliver optimum patient care at several clinical hospital sites, using a preceptor approach. Clinical rotations occur within the following departments:
Intensive/Critical Care Unit, Emergency Department, Anesthesiology (Operating Room), Pediatric
Emergency Department, Emergency Mental Health, Labor and Delivery, and other departments as needed.
Prerequisites: EMT 115, EMT 116, EMT 117, EMT 118, EMT 119
Corequisite: EMT 203 F/S

Rationale for the change:
Having the EMT 202 course during the same semester offers several benefits:

1. Students are able to make a more seamless transition from Clinical experience to Field experience by placing the courses one after the other in the same semester.

2. The Internship experience for both Clinical and Field are completed within the same semester.

Provide a description of any change in course content.
No change in course content.

Does the course revision affect another department? Please confer with the coordinator of the affected department.
Affected department(s) ______ No ______

If this change affects a program grid, please submit a current and proposed program grid for each program affected
See attached.

Please submit a syllabus to your dean with all of the revisions included.
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
COURSE REVISION PROPOSAL

1. Course Number and Name: EMT 203 Field Placement for the Paramedic

2. Originator: Cheryl A. Finn
Date: 10/2/13

3. Division Dean: Jane E. June
Date: 10/17/13


5. Effective Date: Fall 2014

6. Recommended by the Healthcare Division
   Comment:
   Date: October 17, 2013

7. AA Leadership Team: [Signature]
   Recommended: [Signature]
   Not Recommended: [Signature]
   Comments: 
   Date: [Signature]

8. VP/Academic Affairs: [Signature]
   Recommended: [Signature]
   Not Recommended: [Signature]
   Comments: 
   Date: [Signature]

9. Learning Council: [Signature]
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<tr>
<td>Current Course Name: Field Placement for the Paramedic</td>
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Current Course Description (as it appears in the college catalog):
The paramedic Field Practicum provides the student with an opportunity to utilize and refine the skills and knowledge gained throughout the program in a realistic, pre-hospital setting, using a preceptor approach. Students will be assessed per rotation by the Field Coordinator for accuracy of field log, written patient assessments, stress management, and understanding of field principles.
Prerequisites: EMT 202  F/S

Proposed Description (include all proposed changes):
The paramedic Field Practicum provides the student with an opportunity to utilize and refine the skills and knowledge gained throughout the program in a realistic, pre-hospital setting, using a preceptor approach. Students will be assessed per rotation by the Field Coordinator for accuracy of field log, written patient assessments, stress management, and understanding of field principles.
Corequisites: EMT 202  F/S

Rationale for the change:
Having the EMT 203 course during the same semester offers several benefits:
1. Students are able to make a more seamless transition from Clinical experience to Field experience by placing the courses one after the other in the same semester.
2. The Internship experience for both Clinical and Field are completed within the same semester.

Provide a description of any change in course content.
No change in course content.

Does the course revision affect another department? Please confer with the coordinator of the affected department.
Affected department(s) No

If this change affects a program grid, please submit a current and proposed program grid for each program affected (submitted)  See attached.

Please submit a syllabus to your dean with all of the revisions included.
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: EMT Paramedic Certificate

2. Originator: Cheryl Finn Date: 10/2/13

3. Division Dean: Jane E. June Date: 10/17/13

4. Brief Description of the Proposal:
   BIO 100 replacing BIO 140 in the program grid.

5. Effective Date: Fall 2014

6. Recommended by the Healthcare Division Date: October 17, 2013
   Comments:

7. AA Leadership Team: [Signature] Date: 10/10/13
   Recommended: [ ] Not Recommended: [ ]
   Comments:

8. VP/Academic Affairs: [Signature] Date: 10/25/13
   Recommended: [ ] Not Recommended: [ ]
   Comments:

9. Learning Council: [Signature] Date: 11/2/13
   Recommended: [ ] Not Recommended: [ ]
   Comments:

10. VP/Academic Affairs: [Signature] Date: 11/12/13
    Approved: [ ] Not Approved: [ ]
    Comments:
# DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

**Program:** EMT Paramedic Certificate  
**Division:** Healthcare  
**Degree type:** Certificate

Provide a detailed list of the proposed changes to the program.  
1. BIO 100 to replace BIO 140 in the program grid.

---

**Attachments:**  
Current program grid  
Proposed program grid

Submit separate proposals for any new courses or revised courses in the program.

---

Provide a rationale for the proposed changes.  
BIO 140 is no longer offered. BIO 100 replaces BIO 140.

---

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions.  
No

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.  
No  
Department(s) Affected:

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.  
No

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?  
If yes please provide a rationale.

---

Will any of the following be required:  
No  
Additional staff ____ Additional space ____ Additional equipment ____

Provide a rationale for any needs indicated and include approximate cost of equipment.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<td>Introduction to the Human Body</td>
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<td>ENGL 100 or equivalent placement score</td>
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<tr>
<td>Pharmacology for Advanced Pre-Hospital Care</td>
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<td>EMT 108, 109, 110, 112, 114</td>
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<td>Cardiology and Advanced Cardiac Life Support</td>
<td>4</td>
<td>COREQ BIO 140 or BIO 111, EMT 115, 117, 118</td>
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<td>Trauma</td>
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<td>EMT 108, 109, 110, 112, 114</td>
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<tr>
<td>Neonatal and Pediatric Emergencies</td>
<td>3</td>
<td>COREQ BIO 140 or BIO 111, EMT 115, 117, 118</td>
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<td>Topics in Advanced Life Support</td>
<td>3</td>
<td>EMT 108, 109, 110, 112, 114</td>
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<tr>
<td>Clinical Placement for the Paramedic</td>
<td>5</td>
<td>EMT 115, 116, 117, 118, 119</td>
</tr>
<tr>
<td>Field Placement for the Paramedic</td>
<td>4</td>
<td>EMT 120, 122, 123</td>
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<tr>
<td>Total credits required</td>
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**Program Notes:**
For additional information see program introduction on page 171.
## EMT Paramedic Certificate (Program Code: PC) - Proposed

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<th>Course #</th>
<th>Offered</th>
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<th>Grade</th>
<th>Credits</th>
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<td></td>
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<tr>
<td>Principles of Human Biology</td>
<td>BIO 100</td>
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<td>ENG 100 or approp place score</td>
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<td>EMT 108</td>
<td>F/S</td>
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<td>4</td>
<td>Coreq BIO 100 or BIO 111, EMT 109, 110, 112, 114</td>
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<td>EMT 109</td>
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<td>Patient Assessment &amp; Human Systems</td>
<td>EMT 110</td>
<td>F/S</td>
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<td>EMT 112</td>
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<td>Life Span and Healthcare Issues for Pre-Hospital Care</td>
<td>EMT 114</td>
<td>F/S</td>
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<td><strong>Semester 2</strong></td>
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<td>Advanced Pre-Hospital Care</td>
<td>EMT 115</td>
<td>F/S</td>
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<td>EMT 108, 109, 110, 112, 114 Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119, 120</td>
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<td>Cardiology and Advanced Cardiac Life Support</td>
<td>EMT 116</td>
<td>F/S</td>
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<td>Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119</td>
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<tr>
<td>Trauma</td>
<td>EMT 117</td>
<td>F/S</td>
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<td>Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119</td>
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<td>Neonatal and Pediatric Emergencies</td>
<td>EMT 118</td>
<td>F/S</td>
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<td>2</td>
<td>Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119</td>
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<tr>
<td>Topics In Advanced Life Support</td>
<td>EMT 119</td>
<td>F/S</td>
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<td>Coreq BIO 100 or BIO 112, EMT 116, 117, 118, 119</td>
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<td><strong>Semester 3</strong></td>
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<td>EMT 115, 116, 117, 118, 119 Coreq EMT 203</td>
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<td>Field Placement for the Paramedic</td>
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**Total credits required**: 45

**Program Notes:**
For additional information see program introduction on page 171.
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: Paramedic Technology Degree – Associate in Science

2. Originator: Cheryl Finn
Date: 10/2/13

3. Division Dean: Jane E. June
Date: 10/17/13

4. Brief Description of the Proposal:

   BIO 100 replacing BIO 140 as a corequisite for EMT 108, EMT 109, EMT 110, EMT 112, EMT 114, EMT 115, EMT 116, EMT 117, EMT 118 and EMT 119.
   Move EMT 203 into Semester 3 from Semester 4.

5. Effective Date: Fall 2014

6. Recommended by the __Healthcare________ Division
   Date: October 17, 2013
   Comments:

7. AA Leadership Team: __________ Date: __10/3/13__
   Recommended: ________ Not Recommended: ________
   Comments: ________

8. VP/Academic Affairs: __________ Date: __10/23/13__
   Recommended: ________ Not Recommended: ________
   Comments: ________

9. Learning Council: __________ Date: __11/12/13__
   Recommended: ________ Not Recommended: ________
   Comments: ________

10. VP/Academic Affairs: __________ Date: __11/12/13__
    Approved: ________ Not Approved: ________
    Comments: ________
### 2013-2014
QUINSIGAMOND COMMUNITY COLLEGE
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

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</tr>
<tr>
<td>Degree type:</td>
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</tbody>
</table>

Provide a detailed list of the proposed changes to the program.

1. BIO 100 to replace BIO 140 as a corequisite for EMT 108, EMT 109, EMT 110, EMT 112, EMT 114, EMT 115, EMT 116, EMT 117, EMT 118 and EMT 119
2. Move EMT 203 into Semester 3 from Semester 4

Point of Information - Both EMT 202 and EMT 203 will be offered in the Fall and Spring semesters.

**Attachments:**
Current program grid
Proposed program grid

Submit separate proposals for any new courses or revised courses in the program.

Provide a rationale for the proposed changes.

- BIO 140 is no longer offered. BIO 100 replaces BIO 140.
- EMT 202 and EMT 203 offered during the same semester offers several benefits:
  1. Students are able to make a more seamless transition from Clinical experience to Field experience by placing the courses one after the other in the same semester.
  2. The Internship experience for both Clinical and Field are completed within the same semester.

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions. **No**

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments. **No**

**Department(s) Affected:**

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator. **No**

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer? If yes please provide a rationale.

Will any of the following be required: **No**

- Additional staff
- Additional space
- Additional equipment

Provide a rationale for any needs indicated and include approximate cost of equipment.
EMT 108 Introduction to Advanced Pre-Hospital Care – CURRENT
This course provides paramedic students with the principles of advanced Pre-hospital care and EMS operations under varying circumstances including operations and paramedic roles and responsibilities. There is an added emphasis on personal wellness and injury and illness prevention, the medical-legal aspects of emergency care and ethics, the Incident Command System, and managing resources at the emergency scene, particularly at scenes involving multiple ambulances and multiple agencies. Time is devoted to rescue operations, and an overview of hazardous material is presented. The student is made aware of their role in protecting the crime scene. An overview is provided in rural EMS, to raise awareness of the special circumstances that many providers face regarding distance, terrain, weather conditions, and EMS staffing.
Corequisites: BIO 140 or BIO 111, EMT 109, EMT 110, EMT 112, EMT 114. F/S

EMT 108 Introduction to Advanced Pre-Hospital Care – PROPOSED
This course provides paramedic students with the principles of advanced Pre-hospital care and EMS operations under varying circumstances including operations and paramedic roles and responsibilities. There is an added emphasis on personal wellness and injury and illness prevention, the medical-legal aspects of emergency care and ethics, the Incident Command System, and managing resources at the emergency scene, particularly at scenes involving multiple ambulances and multiple agencies. Time is devoted to rescue operations, and an overview of hazardous material is presented. The student is made aware of their role in protecting the crime scene. An overview is provided in rural EMS, to raise awareness of the special circumstances that many providers face regarding distance, terrain, weather conditions, and EMS staffing.
Corequisites: BIO 100 or BIO 111, EMT 109, EMT 110, EMT 112, EMT 114. F/S

EMT 109 Pharmacology for Advanced Pre-Hospital Care – CURRENT
This course covers the general principles of pharmacology and the methods of calculating drug doses. The main focus is the nature and effects of drugs administered by paramedics in the treatment of patients in the clinical and field setting.
Corequisites: BIO 140 or BIO 111, EMT 108, EMT 110, EMT 112, EMT 114. F/S

EMT 109 Pharmacology for Advanced Pre-Hospital Care – PROPOSED
This course covers the general principles of pharmacology and the methods of calculating drug doses. The main focus is the nature and effects of drugs administered by paramedics in the treatment of patients in the clinical and field setting.
Corequisites: BIO 100 or BIO 111, EMT 108, EMT 110, EMT 112, EMT 114. F/S

EMT 110 Patient Assessment and Human Systems – CURRENT
This course covers the theory, skills, and terminology needed to perform physical assessment, including overview of basic anatomy and physiology, systematic assessment of the patient, the process of obtaining the patient’s medical history, procedures in performing the physical examination and a concise method of recording the findings.
Corequisites: BIO 140 or BIO 111, EMT 108, EMT 109, EMT 112, EMT 114. F/S

EMT 110 Patient Assessment and Human Systems – PROPOSED
This course covers the theory, skills, and terminology needed to perform physical assessment, including overview of basic anatomy and physiology, systematic assessment of the patient, the process of obtaining the patient’s medical history, procedures in performing the physical examination and a concise method of recording the findings.
Corequisites: BIO 100 or BIO 111, EMT 108, EMT 109, EMT 112, EMT 114. F/S

EMT 112 Patient Assessment/Pharmacology Laboratory Component – CURRENT
This course provides a comprehensive laboratory experience designed to familiarize the student with the practical aspects of medical patient assessment, including primary and secondary survey. In addition, both drug dose calculations and medication administration are practiced. The recording of patient data and the oral patient report is emphasized and demonstrated.
Corequisites: BIO 140 or BIO 111, EMT 108, EMT 109, EMT 110, EMT 114. F/S

EMT 112 Patient Assessment/Pharmacology Laboratory Component - PROPOSED
This course provides a comprehensive laboratory experience designed to familiarize the student with the practical aspects of medical patient assessment, including primary and secondary survey. In addition, both drug dose calculations and medication administration are practiced. The recording of patient data and the oral patient report is emphasized and demonstrated.
Corequisites: BIO 100 or BIO 111, EMT 108, EMT 109, EMT 110, EMT 114. F/S
EMT 114 Life Span and Healthcare Issues for Pre-Hospital Care - CURRENT  
4 credits  
This course provides an analysis of normal anatomy and physiology and the disease processes of the female reproductive system, life span development, geriatric patients, and those patients who are challenged. This course also views interventions for the chronic-care patient, and those who may be victims of abuse and neglect.  
Corequisites: BIO 140 or BIO 111, EMT 108, EMT 109, EMT 110, EMT 112. F/S

EMT 114 Life Span and Healthcare Issues for Pre-Hospital Care - PROPOSED  
4 credits  
This course provides an analysis of normal anatomy and physiology and the disease processes of the female reproductive system, life span development, geriatric patients, and those patients who are challenged. This course also views interventions for the chronic-care patient, and those who may be victims of abuse and neglect.  
Corequisites: BIO 100 or BIO 111, EMT 108, EMT 109, EMT 110, EMT 112. F/S

EMT 115 Advanced Pre-Hospital Care - CURRENT  
4 credits  
The first half of this course focuses on pathophysiology common to all disease processes: shock, acid-base, and airway. The second half covers the pathophysiology of the pulmonary, nervous, gastrointestinal, and genitourinary systems. It reviews IV fluid administration and medical math, briefly reviews the anatomy and physiology of each topic covered, and uses a scenario-based approach to assessment and management.  
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.  
Corequisites: BIO 112 or BIO 140, EMT 116, EMT 117, EMT 118, EMT 119. F/S

EMT 115 Advanced Pre-Hospital Care - PROPOSED  
4 credits  
The first half of this course focuses on pathophysiology common to all disease processes: shock, acid-base, and airway. The second half covers the pathophysiology of the pulmonary, nervous, gastrointestinal, and genitourinary systems. It reviews IV fluid administration and medical math, briefly reviews the anatomy and physiology of each topic covered, and uses a scenario-based approach to assessment and management.  
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.  
Corequisites: BIO 112 or BIO 140, EMT 116, EMT 117, EMT 118, EMT 119. F/S

EMT 116 Cardiology and Advanced Cardiac Life Support - CURRENT  
4 credits  
This course provides the student with the knowledge and skills needed to recognize and successfully manage cardiovascular emergencies encountered in the field. Following the standards of the American Heart Association, and the National Registry of EMT’s, students learn cardiac anatomy and physiology, ECG recognition, and 12 lead ECG. Extensive coverage is devoted to the pharmacological and electrical management techniques used in treating acute cardiac events, including respiratory and cardiac arrest.  
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.  
Corequisites: Bio 112 or BIO 140, EMT 115, EMT 117, EMT 118, EMT 119. F/S

EMT 116 Cardiology and Advanced Cardiac Life Support - PROPOSED  
4 credits  
This course provides the student with the knowledge and skills needed to recognize and successfully manage cardiovascular emergencies encountered in the field. Following the standards of the American Heart Association, and the National Registry of EMT’s, students learn cardiac anatomy and physiology, ECG recognition, and 12 lead ECG. Extensive coverage is devoted to the pharmacological and electrical management techniques used in treating acute cardiac events, including respiratory and cardiac arrest.  
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.  
Corequisites: Bio 112 or BIO 140, EMT 115, EMT 117, EMT 118, EMT 119. F/S

EMT 117 Trauma - CURRENT  
3 credits  
This course is intended to present to the paramedic student a comprehensive insight into traumatic injury to the human body, its causes, types and implications. The impact on trauma survival and the concept of well-developed regional trauma systems will be discussed. An emphasis will be placed upon the evaluation and management of both blunt and penetrating trauma in relationship to regional anatomy.  
Prerequisite: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.  
Corequisites: BIO 112 or BIO 140, EMT 115, EMT 116, EMT 118, EMT 119. F/S
EMT 117 Trauma - PROPOSED
This course is intended to present to the paramedic student a comprehensive insight into traumatic injury to the human body, its causes, types and implications. The impact on trauma survival and the concept of well-developed regional trauma systems will be discussed. An emphasis will be placed upon the evaluation and management of both blunt and penetrating trauma in relationship to regional anatomy.
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.
Corequisites: BIO 112 or BIO 100, EMT 115, EMT 116, EMT 118, EMT 119. F/S

EMT 118 Neonatal and Pediatric Emergencies - CURRENT
This course provides the paramedic student with a general understanding of the newborn and the newly born with overviews of structure and function of the cardiovascular and respiratory system. Neonatal resuscitation will be presented, along with neonatal assessment. This course provides the paramedic student with a general understanding of the pediatric patient and the interaction that is necessary with their family members. Growth and development, anatomy and physiology review, pathophysiology, assessment and management of pediatric emergencies are stressed within this course.
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.
Corequisites: BIO 112 or BIO 140, EMT 115, EMT 116, EMT 117, EMT 119. F/S

EMT 118 Neonatal and Pediatric Emergencies - PROPOSED
This course provides the paramedic student with a general understanding of the newborn and the newly born with overviews of structure and function of the cardiovascular and respiratory system. Neonatal resuscitation will be presented, along with neonatal assessment. This course provides the paramedic student with a general understanding of the pediatric patient and the interaction that is necessary with their family members. Growth and development, anatomy and physiology review, pathophysiology, assessment and management of pediatric emergencies are stressed within this course.
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114.
Corequisites: BIO 112 or BIO 100, EMT 115, EMT 116, EMT 117, EMT 119. F/S

EMT 119 Topics in Advanced Life Support – CURRENT
This course includes an overview of hematology along with the assessment and management of toxicological emergencies, infectious diseases, endocrine emergencies, allergic reaction and anaphylaxis, and environmental emergencies.
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114
Corequisites: BIO 112 or BIO 140, EMT 115, EMT 116, EMT 117, EMT 118. F/S

EMT 119 Topics in Advanced Life Support – PROPOSED
This course includes an overview of hematology along with the assessment and management of toxicological emergencies, infectious diseases, endocrine emergencies, allergic reaction and anaphylaxis, and environmental emergencies.
Prerequisites: EMT 108, EMT 109, EMT 110, EMT 112, EMT 114
Corequisites: BIO 112 or BIO 100, EMT 115, EMT 116, EMT 117, EMT 118. F/S
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<th>Course #</th>
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<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
<th>Prerequisites</th>
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<td>EMT 109</td>
<td>F/S</td>
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<td>F/S</td>
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<td>F/S</td>
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<td>Coreq BIO 112 or BIO 140, EMT 116, 117, 118, 119</td>
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<td>EMT 118</td>
<td>F/S</td>
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<td>Coreq BIO 112 or BIO 140, EMT 115, 116, 118, 119</td>
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<tr>
<td>Topics In Advanced Life Support</td>
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NEW COURSE PROPOSAL

1. Course Number and Name: EDU 102: Integrating Theory and Practice: The Elementary School Learner

2. Originator: Renee Gould  
   Date: September 23, 2013

3. Division Dean: Clarence Ates  
   Date: September 26, 2013

4. Brief Description of the Proposal: 
   This new course is being proposed to enhance students' knowledge of teaching and learning in an elementary school. It is designed to offer students a broader understanding of the ways that children learn at this age and provide techniques and strategies for maximizing learning and growth.

5. Effective Date: Fall 2014

6. Recommended by the Humanities & Education Division  
   Date: October 17, 2013

   Comments:

7. AA Leadership Team:  
   Date: 10/22/13
   Recommended:  
   Not Recommended:  
   Comments:

8. VP/Academic Affairs:  
   Date: 10/23/13
   Recommended:  
   Not Recommended:  
   Comments:

9. Learning Council:  
   Date: 11/2/13
   Recommended:  
   Not Recommended:  
   Comments:

10. VP/Academic Affairs:  
    Date: 11/2/13
    Approved:  
    Not Approved:  
    Comments:
# NEW COURSE PROPOSAL

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<td>Prerequisite:</td>
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Give a rationale for the new course. Be sure to indicate whether this course replaces another course.

This new course is designed to broaden and expand students’ understanding of teaching and learning in the elementary school classroom. The course will explore prominent theories of teaching and learning in elementary education and will address the social, emotional and cognitive developmental processes involved in learning for typical and atypical learners. Actual field experience in a public school will provide students with a greater understanding of the children they are hoping to teach and will expand their understanding of what it takes to be an elementary school teacher. This course will be a requirement in the revision of the General Studies Elementary Education Program and is designed to easily transfer into the Education Program at the four year school.

Is the course content similar to other courses now offered? Yes ___ No ___
If yes, attach a statement for the coordinator of the department offering the similar course.

| Please indicate if this course will serve as any of the following types of electives |
|---------------------------------|---------------------------------|
| ___ Elective                    | X Program specific (name the program) General Studies Elementary Education |
| Disciple specific (name the discipline) | Multiple perspective (confer with the Liberal Arts Coordinator) |

Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.
It is a required course. Program Revision documents have been submitted along with this New Course Proposal.

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<th>Expected enrollment per term:</th>
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Will any of the following be required:

Additional staff  no  Additional space  Yes  Additional equipment  no

Provide a rationale for any needs indicated above and include approximate cost of equipment.

A classroom will be needed for this class.

Library print and non-print resources in support of this course: $500

Course Materials

Course number: EDU 102

Course name:
Integrating Theory and Practice: The Elementary School Learner

Credits: 3

Lecture Hours: 33  |  Lab hours: 12 (off campus)  |  Clinic Hours:

General course description and prerequisites (as it will appear in the catalog):

This course provides an examination of prominent theories of teaching and learning in elementary education. Social, emotional and cognitive developmental processes involved in learning for typical and atypical learners are reviewed. The course offers insights into motivational theories, the affective aspects of learning and classroom management. A field experience (pre-practicum) of twelve hours beyond classroom time in an elementary school setting is required. Please note: Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

Prerequisite: ENG 101. F/S

All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):

Blended Text from:
Sections of Educational Psychology: The Developing Learner, Eight Edition
Author: Jeanne Ellis Ormrod
Publisher: Pearson
Copyright: 2014

And

Sections of Educational Psychology: Active Learning Edition, 12th Edition
Author: Anita Woolfolk
Publisher: Pearson
Copyright: 2014

Instructional Objectives (list):

- Students will examine learning theories and styles.
- Students will demonstrate knowledge of the social context within the elementary school including connecting with families and the community, integrating culture and diversity into the classroom and working with language diversity of students and families.
- Students will examine and analyze various styles of behavior management including the Behaviorist Theory and the Guides to Speech and Action.
- Students will demonstrate knowledge of instructional strategies that might be implemented in the elementary school classroom.
Students will document learning using both formal and informal assessment systems.

Teaching procedures: (provide suggested teaching methodology):

During this course students will listen to lectures, engage in class discussions, engage in role play, work on cooperative learning activities, make guided observations, view videos, and participate in both large and small discussion groups.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

**COURSE OUTLINE, READINGS AND ASSIGNMENTS**

**Week 1:**
Effective Teaching
   - Theories of Development that influence Teaching and Learning
   - What Research Tells Us
   - Collecting Data and Drawing Conclusions About Your Own Students

**Assignments:** Read Chapter One Ormrod. As you read, pay attention to ORMROD’S OWN psychological Survey.
Complete your first paper, “What Makes a Good Teacher?” See the detailed guidelines in the course assignment packet. This paper is due the third week of class.

**Week 2:**
Cognitive Development and Language
   - General Principles of Human Development
   - Concepts for Piaget and Vygotsky
   - The Role of the Brain in Learning and Development
   - Classroom Implications

**Assignments:** Read Chapter Two Ormrod. As you read, pay attention to the similarities and differences between Piaget and Vygotsky. Where do you stand and what are the implications? Come to class ready to discuss this.

**Week 3: Paper Due: What Makes A Good Teacher?**
Erikson: Industry versus Inferiority
The Self, Social Development and The Family
Bronfenbrenner: The Social Context for Development
   - Family Structure
   - Parenting Styles
   - Connecting Family and Community with the School Setting

**Assignments:** Read Woolfolk Cluster Three
As you read, think about how parenting styles influence development and learning. How does Bronfenbrenner’s bioecological model influence development and attitudes toward learning? Because schools tend to reflect middle class values and norms it could be difficult for children who differ economically or culturally to meet the challenges of industry versus inferiority. What guidelines for teachers does the text recommend?

**Week 4:**
Social Cognition and Developing Friendships
Kohlberg’s Theory of Moral Development
   - Criticisms of Kohlberg
Carol Gilligan: Gender Differences In Moral Development
Factors Influencing Prosocial Behavior
**Assignments:** Chapter Three in Ormrod
As you read, consider the critical part friends play in the developing child. What are the typical characteristics of peer relationships during the elementary school years? As a future teacher how could you support the social development of the children in your class?
See guidelines for your second paper:
- Peer Relationships and Friendships
- Due during the Sixth Week of class

**Week 5:**
Learning Differences and Learning Needs
- Thinking Styles
- Inclusion: Teaching Every Child
- Gifted and Talented Students
- Howard Gardner: Multiple Intelligence
Managing Individual Needs in the Classroom
Erikson and the Elementary School Years
**Assignments:** Read Woolfolk Cluster Four
As you read, consider and be able to discuss the special needs of children with challenges and students who are gifted and talented. Do you think intelligence is just one ability, or many?
See the guidelines for your third paper:
- A Moral Dilemma
- Due during the Seventh Week of class

**Week 6: Second Paper Due: Peer Relationships and Friendships**
**Midterm Exam**
Language Development
- Language Diversity
- English Language Learners
- Emergent Literacy
- Supporting and Encouraging Language in the Classroom
**Assignments:** Read Woolfolk Cluster Five
As you read this cluster, you should gain an understanding of how language develops and be able to discuss what happens when children develop two languages. In your opinion, based on your reading, what methods work best when working with English language learners, immersion or bilingual instruction?

**Week 7: Third Paper Due: A Moral Dilemma**
Culture and Diversity
- Social and Economic Diversity
- Diversity and Teaching in a Multicultural Program
**Assignments:** Read Woolfolk Cluster Six
As you read, think about and be able to discuss how social class, ethnicity and race influence teaching and learning. What does research tell us about creating a culturally compatible classroom?

**Week 8:**
Learning, Cognition and Memory
Comparing and Contrasting Approaches to the Study of Learning
- (Behaviorism, Social Context Theory, Cognitive Psychology, Contextual)
**Assignments:** Read Chapter Six in Ormrod
When finished reading you should be able to distinguish the four distinct approaches to the study of human learning.
Week 9:
Complex Cognitive Processes
- Metacognition and Learning Strategies
- Working Memory and Problem Solving
- Fostering Creativity, Critical Thinking and Technology

Assignments: Read Ormrod Chapter Seven
As you read, identify several instructional strategies that encourage creative thinking and critical thinking. How might a teacher promote metacognition? What research do you want to remember to consider when you have your own classroom?

Week 10:
Learning and Cognition in Context
Contextual Theories:
- Social Interactions, Culture, Technology, and Academic Domains as Contest
- Connecting to classroom Experiences
  - Academic Content Domains as Context
Assignments: Read Ormrod Chapter Eight
As you read, be aware of the assumptions underlying contextual theories. What are some key elements of society that influence learning? What is an authentic activity and how do they enhance a learner’s performance in their out of school world?

Week 11:
The Behaviorist Approach
Learning from Consequences
- Strategies for Encouraging Productive Behavior
- Strategies for Discouraging Undesirable Behavior
- Strengths and Limitations of the Behaviorist Approach
Guides to Speech and Action
Assignment: Read: Ormand Chapter Nine
As you read, identify five basic assumptions underlying behaviorist views of learning? When might behaviorist techniques not be helpful?
See Guidelines For Your Fourth Paper
Guides to Speech and Action
Due During the Thirteenth Week

Week 12:
Social Cognitive Views of Learning
Behaviors and Skills that Can Be Modeled
Self-Regulation
Guides to Speech and Action
- Guidance for Cooperative Behavior in School and in Life
Assignment: Read Ormand Chapter Ten and the Guides to Speech and Action
As you read, be able to describe the potential effects of modeling on the learners’ behavior. Be able to identify the components of self-regulated behaviors. What is your reaction to the Guides to Speech and Action?

Week 13: Fourth Paper Due: Guides to Speech and Action
Instructional Strategies
- Developing Written Goals and Objectives
- Writing a Lesson Plan
- Conducting a Task Analysis
- Teacher Directed Learning
Learner-Directed Instructional Strategies
Homework
More Guides to Speech and Action
**Assignments:** Read *Ormand* Chapter Twelve
As you read this chapter, be able to describe the important elements of planning for instruction. Be able to explain teacher directed and learner directed strategies of instruction.

**Week 14:**
Creating a Classroom Conducive to Academic Achievement and Students’ Well Being
Creating a Supportive Atmosphere
Establishing Limits
Arranging the Physical Environment
**Assignments:** Read *Ormand* Chapter Thirteen
As you read, identify approaches to reduce aggressive behavior and to create a feeling of well being supportive if an academic setting. Be able to describe how the classroom environment could be arranged to support maximum growth for each student.

**Week 15:**
Assessment, Grading and Standardized Testing
  - Basics of Assessment
  - Informal and Formal Assessment
  - Summative Assessment
  - Formative Assessment
  - Keeping Test Anxiety in Check
**Assignments:** Read *Ormrod* Chapter 14
After you read this chapter, be able to identify and describe various forms classroom assessment can take and the purposes it can serve

Final Exam: TBA

**WRITTEN ASSIGNMENTS AND GUIDELINES**

**Written Assignment #1: What Makes a Good Teacher?**

**Format:** Four to five typed, double spaced pages. Numbering starts after the cover page.
**Due:** The Third Week of Class

**Address the following questions in as much detail as possible:**
1. What are the essential features of effective teaching? Describe an experience you had as an elementary school student when you were the beneficiary of an effective teaching-learning experience. How did this influence your future learning?

2. Consider the development of the whole child; social, emotional physical and cognitive and how the educational setting, including the teacher could impact the influence the child’s development with both positive and negative outcomes.

3. Identify two common myths about teaching and learning that research has proven to be false. What is your reaction to each finding?

4. As you complete this assignment, identify and discuss two newly discovered factors, concepts or principles (pick one of the three) that will influence you the most as you think about who you want to become as a teacher
Written Assignment #2: Peer Relationships and Friendships

Format: Three to four typed, double spaced pages. Numbering starts after the cover page.
Due: The Sixth Week of Class

1. Interview a child in elementary school (grades 1-6). Introduce the child by first name only and state his or her age, family members including siblings and their ages. Identify where the child lives by town only and state what school and grade the child is currently attending.

2. Ask the following questions:
   - What makes someone a good friend?
   - Who is his/her best friend and why?
   - Does the child consider him/herself to be a good friend? Why or why not? (Reflect on what this tells you about emotional maturity.)
   - Ask the child to identify himself/herself with five adjectives that quickly come to mind. What did the child say? How did the child react to this question and what does this tell you about the child?

3. What did you learn about the child’s emotional maturity from this interview?

4. In the elementary school child’s life how might Erikson’s industry verses inferiority influence friendships? Explain

Written Assignment #3: Moral Dilemma

Format: Three to four typed, double spaced pages. Numbering starts after the cover page.
Due: The Seventh Week of Class

1. Make up a moral dilemma patterned after the ones we discussed in class. Write it out and have it approved by your professor before you do this paper.

2. Present your dilemma to an elementary school child.

3. In this paper state the child’s first name, age of the child and the location of where your conversation took place. Write out the dilemma you read to the child.

4. Record his or her comments and projected course of action.

5. Be sure to follow up by asking him or her why he would take the actions stated. Do not do anything to change his or her answer; however you may ask a clarifying question if needed.

6. Using Kohlberg’s three levels and six stages of moral reasoning, analyze the answer the child gave you according to level and stage. Be sure to state why you placed the answer in the level and stage that you did.

7. Consider Kohlberg’s critics. How else might one account for the answer you encountered?

Written Assignment #4: Guides to Speech and Action

Format: Four to five typed, double spaced pages. Numbering starts after the cover page.
Due: The Thirteenth Week of Class

1. Select three guides relating to speech and one guide relating to action.
2. Give a positive example of each of the guides you select. For each Guide, use direct quotes and dialogue when giving the example.

3. After each example state how the example supports the child’s emotional development and contributes to productive learning.

**EDU 102: Integrating Theory and Practice: The Elementary School Learner Field Experience Component**

Each student enrolled in EDU 102 completes an additional 12 hour field experience component for this course. The field experience will take place in an assigned elementary school. Each student will spend four hours in Grade one or two, four hours in Grade three or four and four hours in Grade five or six. During each four-hour observation the students will be observing:

- the teaching and learning process
- the learning environment
- encouragement for critical thinking
- encouragement for creative thinking
- uses of technology in the classroom
- the guidance practices employed in the classroom
- the assessment strategies used in the class.

A written report will follow each observation. The reports are due as follows:

- Grade One or Two: Week 8 of Class
- Grade Three or Four: Week 10 of Class
- Grade Five or Six: Week 14 of Class

Students are responsible for getting the teacher’s signature on the Student Experience Record Sheet after he/she has recorded the date, school, grade level teacher’s name, and hours observed.

**NO CREDIT WILL BE GIVEN FOR THIS COURSE WITHOUT AN ACCURATE SIGNED STUDENT EXPERIENCE RECORD SHEET.**

**Reflective Writing Questions for Observation Journals:**

**Journal #1—Due Week 8**

1. Give an overview of the environment for learning in this classroom.

2. Reflect on how the setup of the classroom and the atmosphere created by the educator promotes and encourages learning. Provide specific examples to support your thinking.

3. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

4. Comment on the diversity in this particular classroom. How is the diversity reflected in the learning environment? Give two specific examples of how this particular classroom reflects or does not reflect the diversity of the children and families.
Journal #2—Due Week 10
1. Give an overview of the environment for learning in this classroom.

2. Give one example of how the teacher encouraged critical or creative thinking. How does this support or not support what you are learning in this course?

3. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

4. How is technology utilized in this classroom to promote and support learning? Assess how the process seems to be working or not working for the children.

Journal #3—Due Week 14
1. Give an overview of the environment for learning in this classroom.

2. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

3. How is technology utilized in this classroom to promote and support learning? Assess how the process seems to be working or not working for the children.

4. Give an example of a guidance practice that you observed. How does this support or not support what you are learning in this course? If your example does not support what you have learned, modify it in a way that reflects the Guides to Speech and Action.

5. Reflect on the three different classrooms where you observed for this course. What did you learn? What are your impressions of the different grades and age groups? How has this impacted you as an emerging educator?

Other information:

Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Quizzes and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Papers connecting Theory and Practice:</td>
<td></td>
</tr>
<tr>
<td>• What Makes a Good Teacher?</td>
<td>10%</td>
</tr>
<tr>
<td>• Moral Dilemma</td>
<td>10%</td>
</tr>
<tr>
<td>• Friendship and Social Influence</td>
<td>10%</td>
</tr>
<tr>
<td>• Emerging Emotional Intelligence</td>
<td>10%</td>
</tr>
<tr>
<td>Three, four hour Observations Reports</td>
<td></td>
</tr>
<tr>
<td>based during the Field Component</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
• Suggested attendance policy

**Attendance in class is expected.** Students are only allowed two unexcused absences. Missing more than two classes will result in a lower grade. **Being tardy four times will automatically earn the student an additional absence.** Students are responsible for any missed assignments, class notes, and information when absent.

• Suggested plagiarism statement

College plagiarism statement will be used—see syllabus.

• Suggested assessment methodologies

Midterm exam, final exam, quizzes, papers, field experience observation reports. In-class activities will also be a basis for assessment.

Please attach a syllabus for this new course. Attached.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC’s Intranet under Frequently Used Forms (Academic Governance Forms).

| COURSE STUDENT LEARNING OUTCOMES FOR  EDU 102: INTEGRATING THEORY AND PRACTICE: THE ELEMENTARY SCHOOL LEARNER |
| Upon completion of the course, students will be able to: |
| 1 | Examine and explain developmental theories impacting learning and social/emotional growth related to elementary school children |
| 2 | Identify and analyze teaching strategies for working with typical and atypical elementary school children |
| 3 | Demonstrate and explain how to create a positive affective environment to support collaboration and cooperation within the elementary school setting |
| 4 | Identify and explain, compare and contrast the behavioral, humanistic, cognitive and social perspectives on motivation. |

How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

I – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.
E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

<table>
<thead>
<tr>
<th>CONNECTION OF EDU 102: INTEGRATING THEORY AND PRACTICE: THE ELEMENTARY SCHOOL LEARNER TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES</th>
<th>I,M,E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills: Students will write and speak effectively.</td>
<td>E</td>
</tr>
<tr>
<td>Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.</td>
<td>M</td>
</tr>
<tr>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
<td>I</td>
</tr>
<tr>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
<td>I</td>
</tr>
<tr>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
<td>M</td>
</tr>
<tr>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
<td>I</td>
</tr>
<tr>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
<td>E</td>
</tr>
<tr>
<td>Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
<td>E</td>
</tr>
<tr>
<td>Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
<td>E</td>
</tr>
<tr>
<td>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</td>
<td>I</td>
</tr>
</tbody>
</table>

If the course is required in a program or if it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

<table>
<thead>
<tr>
<th>CONNECTION OF EDU 102—INTEGRATING THEORY AND PRACTICE: THE ELEMENTARY SCHOOL LEARNER TO PROGRAM STUDENT LEARNING OUTCOMES FOR GENERAL STUDIES ELEMENTARY EDUCATION</th>
<th>I, M, E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate mastery of number sense and numeration, patterns and functions, geometry and measurement, and data analysis</td>
<td>I</td>
</tr>
<tr>
<td>2 Apply the concepts and methods of understanding of human development from conception to adolescence</td>
<td>M</td>
</tr>
<tr>
<td>3 Apply the concepts and methods of understanding children’s literature</td>
<td>M</td>
</tr>
<tr>
<td>4 Apply the concepts and methods of teaching and learning at the Elementary level</td>
<td>E</td>
</tr>
<tr>
<td>5 Achieve awareness of historical, philosophical and pedagogical perspectives in elementary education</td>
<td>E</td>
</tr>
<tr>
<td>6 Write and speak clearly</td>
<td>E</td>
</tr>
<tr>
<td>7 Locate, evaluate and apply reliable and appropriate information</td>
<td>M</td>
</tr>
<tr>
<td>8 Apply the concepts and methods of mathematics to solve problems</td>
<td>I</td>
</tr>
<tr>
<td>9 Relate scientific methods of inquiry to the acquisition of knowledge</td>
<td>I</td>
</tr>
<tr>
<td>10 Demonstrate knowledge and appreciation of diverse cultures</td>
<td>E</td>
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</tbody>
</table>
EDU 102 --- Integrating Theory and Practice: The Elementary School Learner (3 credits)

Course Description: This course provides an examination of prominent theories of teaching and learning in elementary education. Social, emotional and cognitive developmental processes involved in learning for typical and atypical learners are reviewed. The course offers insights into motivational theories, the affective aspects of learning and classroom management. A field experience (pre-practicum) of twelve hours beyond classroom time in an elementary school setting is required. Please note: Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

Prerequisite: ENG 101. F/S

COURSE OUTCOMES:
Upon completion of this course, students will be able to:

- Examine and explain developmental theories impacting learning and social/emotional growth related to elementary school children
- Identify and analyze teaching strategies for working with typical and atypical elementary school children
- Demonstrate and explain how to create a positive affective environment to support collaboration and cooperation within the elementary school setting
- Identify and explain, compare and contrast the behavioral, humanistic, cognitive and social perspectives on motivation.

General Education Learning Goals:

- Communication Skills: Students will be able to write and speak effectively.
- Information Literacy: Students will be able to locate, evaluate and apply reliable and appropriate information.
- Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.
- Technical Literacy: Students will utilize computer and emerging technologies effectively.
- Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.
- Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.
- Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

METHODOLOGY:
During this course students will listen to lectures, engage in class discussions engage in role play, work on cooperative learning activities, make guided observations, view videos, be participants in both large and small discussion groups.

TEXTS:
For this course you will use a Blended Text from:
Sections of Educational Psychology: The Developing Learner, Eight Edition
Author: Jeanne Ellis Ormrod
Publisher: Pearson
Copyright: 2014

And

Sections of Educational Psychology: Active Learning Edition, 12th Edition
Author: Anita Woolfolk
Publisher: Pearson
Copyright: 2014
COURSE REQUIREMENTS AND GRADING:

Assignments
Quizzes and Participation 10%
Midterm Exam 10%
Final Exam 10%
Papers connecting Theory and Practice:
  • What Makes a Good Teacher? 10%
  • Moral Dilemma 10%
  • Friendship and Social Influence 10%
  • Emerging Emotional Intelligence 10%

Three, four hour Observations Reports based during the Field Component 30%
100%

Grades will be determined according to the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>87-89</th>
<th>77-79</th>
<th>C+</th>
<th>67-69</th>
<th>D+</th>
<th>59 or less</th>
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<tr>
<td>90-94</td>
<td>A-</td>
<td>83-86</td>
<td>73-76</td>
<td>C</td>
<td>63-66</td>
<td>D</td>
<td></td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>70-72</td>
<td>C-</td>
<td>60-62</td>
<td>D-</td>
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</table>

ATTENDANCE POLICY:

Attendance in class is expected. You are only allowed two unexcused absences. Missing more than two classes will result in a lower grade. Being tardy four times will automatically earn the student an additional absence. Students are responsible for any missed assignments, class notes, and information when they are absent.
Course Outline for EDU 102—Integrating Theory and Practice: The Elementary School Learner

**Week 1:**

Effective Teaching

Theories of Development that influence Teaching and Learning
What Research Tells Us
Collecting Data and Drawing Conclusions About Your Own Students

**Assignments:** Read Chapter One Ormrod. As you read, pay attention to ORMROD’S OWN psychological Survey.

Complete your first paper, “What Makes a Good Teacher?” See the detailed guidelines in the course assignment packet. This paper is due the third week of class.

**Week 2:**

Cognitive Development and Language

General Principles of Human Development
Concepts for Piaget and Vygotsky
The Role of the Brain in Learning and Development
Classroom Implications

**Assignments:** Read Chapter Two Ormrod. As you read, pay attention to the similarities and differences between Piaget and Vygotsky. Where do you stand and what are the implications? Come to class ready to discuss this.

**Week 3:** Paper Due: What Makes A Good Teacher?

Erikson: Industry versus Inferiority
The Self, Social Development and The Family
Bronfenbrenner: The Social Context for Development
  Family Structure
  Parenting Styles
  Connecting Family and Community with the School Setting
Classroom Implications

**Assignments:** Read Woolfolk Cluster Three

As you read, think about how parenting styles influence development and learning. How does Bronfenbrenner’s bioecological model influence development and attitudes toward learning?

Because schools tend to reflect middle class values and norms it could be difficult for children who differ economically or culturally to meet the challenges of industry versus inferiority. What guidelines for teachers does the text recommend?
Week 4:

Social Cognition and Developing Friendships
Kohlberg’s Theory of Moral Development
Criticisms of Kohlberg
Carol Gilligan: Gender Differences In Moral Development
Factors Influencing Prosocial Behavior

Assignments: Chapter Three in Ormrod

As you read, consider the critical part friends play in the developing child. What are the typical characteristics of peer relationships during the elementary school years? As a future teacher how could you support the social development of the children in your class?

See guidelines for your second paper:
   Peer Relationships and Friendships
   Due during the Sixth Week of class

Week 5:

Learning Differences and Learning Needs
   Thinking Styles
   Inclusion: Teaching Every Child
   Gifted and Talented Students
   Howard Gardner: Multiple Intelligence

Managing Individual Needs in the Classroom

Erikson and the Elementary School Years

Assignments: Read Woolfolk Cluster Four

As you read, consider and be able to discuss the special needs of children with challenges and students who are gifted and talented. Do you think intelligence is just one ability, or many?

See the guidelines for your third paper:
   A Moral Dilemma
   Due during the Seventh Week of class

Week 6: Second Paper Due: Peer Relationships and Friendships

Midterm Exam

Language Development
   Language Diversity
   English Language Learners
   Emergent Literacy
   Supporting and Encouraging Language in the Classroom
**Assignments:** Read *Woolfolk* Cluster Five

As you read this cluster, you should gain an understanding of how language develops and be able to discuss what happens when children develop two languages. In your opinion, based on your reading, what methods work best when working with English language learners, immersion or bilingual instruction?

**Week 7: Third Paper Due: A Moral Dilemma**

Culture and Diversity
  - Social and Economic Diversity
  - Diversity and Teaching in a Multicultural Program

**Assignments:** Read *Woolfolk* Cluster Six

As you read, think about and be able to discuss how social class, ethnicity and race influence teaching and learning. What does research tell us about creating a culturally compatible classroom?

**Week 8:**

Learning, Cognition and Memory
Comparing and Contrasting Approaches to the Study of Learning
  - (Behaviorism, Social Context Theory, Cognitive Psychology, Contextual)

**Assignments:** Read Chapter Six in *Ormrod*

When finished reading you should be able to distinguish the four distinct approaches to the study of human learning.

**Week 9:**

Complex Cognitive Processes
  - Metacognition and Learning Strategies
  - Working Memory and Problem Solving
  - Fostering Creativity, Critical Thinking and Technology

**Assignments:** Read *Ormrod* Chapter Seven

As you read, identify several instructional strategies that encourage creative thinking and critical thinking.

How might a teacher promote metacognition? What research do you want to remember to consider when you have your own classroom?
Week 10:

Learning and Cognition in Context
Contextual Theories:
Social Interactions, Culture, Technology, and Academic Domains as Context
Connecting to classroom Experiences
   Academic Content Domains as Context

Assignments: Read Ormrod Chapter Eight

As you read, be aware of the assumptions underlying contextual theories. What are some key elements of society that influence learning? What is an authentic activity and how do they enhance a learner’s performance in their out of school world?

Week 11:

The Behaviorist Approach
Learning from Consequences
Strategies for Encouraging Productive Behavior
Strategies for Discouraging Undesirable Behavior
Strengths and Limitations of the Behaviorist Approach
Guides to Speech and Action

Assignment: Read: Ormand Chapter Nine

As you read, identify five basic assumptions underlying behaviorist views of learning? When might behaviorist techniques not be helpful?

See Guidelines For Your Fourth Paper
Guides to Speech and Action
Due During the Thirteenth Week

Week 12:

Social Cognitive Views of Learning
Behaviors and Skills that Can Be Modeled
Self-Regulation
Guides to Speech and Action
   Guidance for Cooperative Behavior in School and in Life

Assignment: Read Ormand Chapter Ten and the Guides to Speech and Action

As you read, be able to describe the potential effects of modeling on the learners’ behavior. Be able to identify the components of self-regulated behaviors. What is your reaction to the Guides to Speech and Action?
**Week 13: Fourth Paper Due: Guides to Speech and Action**

Instructional Strategies
- Developing Written Goals and Objectives
- Writing a Lesson Plan
- Conducting a Task Analysis
- Teacher Directed Learning
- Learner-Directed Instructional Strategies
- Homework

More Guides to Speech and Action

**Assignments:** Read Ormand Chapter Twelve

As you read this chapter, be able to describe the important elements of planning for instruction. Be able to explain teacher directed and learner directed strategies of instruction.

**Week 14:**

Creating a Classroom Conducive to Academic Achievement and Students’ Well Being
Creating a Supportive Atmosphere
Establishing Limits
Arranging the Physical Environment

**Assignments:** Read Ormand Chapter Thirteen

As you read, identify approaches to reduce aggressive behavior and to create a feeling of well being supportive if an academic setting. Be able to describe how the classroom environment could be arranged to support maximum growth for each student.

**Week 15:**

Assessment, Grading and Standardized Testing
- Basics of Assessment
- Informal and Formal Assessment
- Summative Assessment
- Formative Assessment
- Keeping Test Anxiety in Check

**Assignments:** Read Ormrod Chapter 14

After you read this chapter, be able to identify and describe various forms classroom assessment can take and the purposes it can serve

**Week 15:** Final Exam: TBA
Bibliography for EDU 102: Integrating Theory and Practice: The Elementary School Learner


Written Assignments: Integrating Theory and Practice: The Elementary School Learner

WRITTEN ASSIGNMENTS GUIDELINES:

FORMAT:

- All assignments should be typed, double spaced and presented in a professional manner. Page numbering should start after the cover page.

- Cover Page as follows:
  
  Name of College  
  Course Title, with Course Number and Section  
  Assignment Title  
  Date Assignment is due  
  Student’s Name  
  Professor’s Name

- Mechanics: Use correct grammar, punctuation, paragraphs, quotations as needed, cite your sources within the paper, check your spelling, use complete sentences and avoid slang.

TIMELINESS OF SUBMISSION:
Assignments should be handed in on time. Five points per day, including weekends, will be deducted from your grade for any work that comes in late. Work that is more than two weeks late will be graded a zero. Papers that are emailed must be done so via QCC College Qmail. Papers emailed via a students’ personal email will not be accepted. Note that I will always respond that I have received your paper. If you do not get a response, that means that your paper was not received.

ACADEMIC DISHONESTY, PLAGIARISM AND CHEATING

Below is the college-wide policy on plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between educator and student. If we are not honest about what we know and don't know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the source. Since the cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or from appropriate college services.”
HOW TO AVOID PLAGIARISM:

1. Always give credit to any sources that you’ve used to write a paper.

2. Always use quotation marks around any words you use that are exactly the same as in the source you read.

3. When you paraphrase or summarize, always use your own syntax and words, not just synonyms for words that are in the original source.

4. Use the MLA Style of Documentation to show me where you’ve summarized, paraphrased or quoted.

5. Always do your own work.

   6. Do not submit a paper for this class that you have submitted for another class.

   7. If you have questions about how to paraphrase, summarize or quote someone else’s words or ideas in your own writing, please talk with me, and I can help you.

*If the instructor discovers that a student has not cited a source properly or has used someone else’s words, a zero will be given for that assignment as a first offense. If there is a second offense, the student will be referred to the Dean of Students for additional action.*

**Student Discipline Policy**: Refer to the QCC Student Handbook.
Written Assignment #1: What Makes a Good Teacher?

Format: Four to five typed, double spaced pages. Numbering starts after the cover page.

Due: The Third Week of Class

Address the following questions in as much detail as possible:

1. What are the essential features of effective teaching? Describe an experience you had as an elementary school student when you were the beneficiary of an effective teaching-learning experience. How did this influence your future learning?

2. Consider the development of the whole child; social, emotional physical and cognitive and how the educational setting, including the teacher could impact the influence the child's development with both positive and negative outcomes.

3. Identify two common myths about teaching and learning that research has proven to be false. What is your reaction to each finding?

4. As you complete this assignment, identify and discuss two newly discovered factors, concepts or principles (pick one of the three) that will influence you the most as you think about who you want to become as a teacher.

Written Assignment #2: Peer Relationships and Friendships

Format: Three to four typed, double spaced pages. Numbering starts after the cover page.

Due: The Sixth Week of Class

1. Interview a child in elementary school (grades 1-6). Introduce the child by first name only and state his or her age, family members including siblings and their ages. Identify where the child lives by town only and state what school and grade the child is currently attending.

2. Ask the following questions:
   
   • What makes someone a good friend?
   • Who is his/her best friend and why?
   • Does the child consider him/herself to be a good friend? Why or why not? (Reflect on what this tells you about emotional maturity.)
   • Ask the child to identify himself/herself with five adjectives that quickly come to mind. What did the child say? How did the child react to this question and what does this tell you about the child?

3. What did you learn about the child’s emotional maturity from this interview?

4. In the elementary school child’s life how might Erikson’s industry verses inferiority influence friendships? Explain
Written Assignment #3: Moral Dilemma

**Format:** Three to four typed, double spaced pages. Numbering starts after the cover page.

**Due:** The Seventh Week of Class

1. Make up a moral dilemma patterned after the ones we discussed in class. Write it out and have it approved by your professor before you do this paper.
2. Present your dilemma to an elementary school child.
3. In this paper state the child’s first name, age of the child and the location of where your conversation took place. Write out the dilemma you read to the child.
4. Record his or her comments and projected course of action.
5. Be sure to follow up by asking him or her why he would take the actions stated. Do not do anything to change his or her answer; however you may ask a clarifying question if needed.
6. Using Kohlberg’s three levels and six stages of moral reasoning, analyze the answer the child gave you according to level and stage. Be sure to state why you placed the answer in the level and stage that you did.
7. Consider Kohlberg’s critics. How else might one account for the answer you encountered?

Written Assignment #4: Guides to Speech and Action

**Format:** Four to five typed, double spaced pages. Numbering starts after the cover page.

**Due:** The Thirteenth Week of Class

1. Select three guides relating to speech and one guide relating to action.
2. Give a positive example of each of the guides you select. For each Guide, use direct quotes and dialogue when giving the example.
3. After each example state how the example supports the child’s emotional development and contributes to productive learning.
EDU 102: Integrating Theory and Practice: The Elementary School Learner

Field Experience Component

Each student enrolled in EDU 102 completes an additional 12 hour field experience component for this course. The field experience will take place in an assigned elementary school. Each student will spend four hours in Grade one or two, four hours in Grade three or four and four hours in Grade five or six.

During each four-hour observation the students will be observing:

- the teaching and learning process
- the learning environment
- encouragement for critical thinking
- encouragement for creative thinking
- uses of technology in the classroom
- the guidance practices employed in the classroom
- the assessment strategies used in the class.

A written report will follow each observation. The reports are due as follows:

Grade One or Two: Week 8 of Class
Grade Three or Four: Week 10 of Class
Grade Five or Six: Week 14 of Class

Students are responsible for getting the teacher’s signature on the Student Experience Record Sheet after he/she has recorded the date, school, grade level teacher’s name, and hours observed.

**NO CREDIT WILL BE GIVEN FOR THIS COURSE WITHOUT AN ACCURATE SIGNED STUDENT EXPERIENCE RECORD SHEET.**

Reflective Writing Questions for Observation Journals:

**Journal #1—Due Week 8**

1. Give an overview of the environment for learning in this classroom.

2. Reflect on how the setup of the classroom and the atmosphere created by the educator promotes and encourages learning. Provide specific examples to support your thinking.

3. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

4. Comment on the diversity in this particular classroom. How is the diversity reflected in the learning environment? Give two specific examples of how this particular classroom reflects or does not reflect the diversity of the children and families.
Journal #2—Due Week 10

1. Give an overview of the environment for learning in this classroom.

2. Give one example of how the teacher encouraged critical or creative thinking. How does this support or not support what you are learning in this course?

3. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

4. How is technology utilized in this classroom to promote and support learning? Assess how the process seems to be working or not working for the children.

Journal #3—Due Week 14

1. Give an overview of the environment for learning in this classroom.

2. What did you observe about peer relationships in this classroom? Give an example of an interaction that you noticed between two children or a group of children. How does this reflect what you are learning in this course?

3. How is technology utilized in this classroom to promote and support learning? Assess how the process seems to be working or not working for the children.

4. Give an example of a guidance practice that you observed. How does this support or not support what you are learning in this course? If your example does not support what you have learned, modify it in a way that reflects the Guides to Speech and Action.

5. Reflect on the three different classrooms where you observed for this course. What did you learn? What are your impressions of the different grades and age groups? How has this impacted you as an emerging educator?
EDU 102: Integrating Theory and Practice: The Elementary School Learner

FIELD EXPERIENCE RECORD SHEET

Name _______________________________ Semester: __________

Complete this FIELD EXPERIENCE RECORD SHEET after each observation and turn in at the end of the course. You cannot receive a grade without this proof of completion of 12 hours of observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Grade Level</th>
<th>Teacher Name</th>
<th>Teacher Signature</th>
<th># of hours</th>
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</thead>
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<tr>
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TOTAL HOURS
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

NEW COURSE PROPOSAL

1. Course Number and Name: EDU 200: Foundations of Reading

2. Originator: Renee Gould               Date: September 23, 2013

3. Division Dean: Clarence Ates         Date: September 26, 2013

4. Brief Description of the Proposal:
   This new course is designed to broaden and expand students' understanding of teaching and learning in the elementary school classroom. The focus on literacy and reading is an important one because it prepares students to take the MTEL, the Massachusetts Test for Educator Licensure which must be passed in order to become a public school teacher in the state. This course will be required in the new design of the General Studies Elementary Education Program. It is designed to easily transfer into the Education Program at the four year college or university.

5. Effective Date: Fall 2014

6. Recommended by the Humanities & Education Division  Date: October 17, 2013
   Comments:

7. AA Leadership Team:                Date: 10/23/13
   Recommended:    Not Recommended:    
   Comments:       

8. VP/Academic Affairs:              Date: 10/23/13
   Recommended:    Not Recommended:    
   Comments:       

9. Learning Council:                 Date: 11/1/13
   Recommended:    Not Recommended:    
   Comments:       

10. VP/Academic Affairs:             Date: 11/12/13
    Approved:        Not Approved:      
    Comments:       

2013-2014  
QUINSIGAMOND COMMUNITY COLLEGE  

NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Division:</th>
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<tbody>
<tr>
<td>Humanities and Education</td>
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<table>
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<tr>
<th>Course Number:</th>
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<tr>
<td>EDU 200</td>
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<table>
<thead>
<tr>
<th>Course Name:</th>
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<tr>
<td>Foundations of Reading</td>
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<table>
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<tr>
<th>Prerequisite:</th>
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<td>EDU 101</td>
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<th>CIP code:</th>
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<td>13.1202</td>
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<th>Effective Term/year:</th>
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<tr>
<td>Fall 2014</td>
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</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course.

This course expands the General Studies Elementary Education Program by offering students an opportunity to learn about strategies for teaching reading and writing in the elementary school. The field experience component of this course places students in an elementary school classroom where they can observe firsthand the role of the teacher in the areas of reading, writing and literacy. There is no course like it offered at the college at this time. The course provides an opportunity for substantive learning about this important area of curriculum instruction in the elementary school setting and is a course that will easily fit into the student’s program upon transfer. Lastly, this course will help to prepared students for the Massachusetts Test for Educator Licensure.

<table>
<thead>
<tr>
<th>Is the course content similar to other courses now offered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em><strong>X</strong></em></td>
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</table>

If yes, attach a statement for the coordinator of the department offering the similar course.

Please indicate if this course will serve as any of the following types of electives

- [X] Elective
- ___ Discipline specific (name the discipline)
- [X] Program specific General Studies Elementary Education
- ___ Multiple perspective (confer with the Liberal Arts Coordinator)

<table>
<thead>
<tr>
<th>Is this course required for a program?</th>
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<tbody>
<tr>
<td>If yes, submit a separate Program Revision Proposal or New Program Proposal.</td>
</tr>
</tbody>
</table>

It is a required course. Program Revision documents have been submitted along with this New Course Proposal.

<table>
<thead>
<tr>
<th>Expected enrollment per term:</th>
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<tr>
<td>25</td>
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<table>
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<tr>
<th>Expected enrollment per year:</th>
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<tbody>
<tr>
<td>50</td>
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</table>
Will any of the following be required:

- Additional staff  X  
- Additional space  X  
- Additional equipment  

Provide a rationale for any needs indicated above and include approximate cost of equipment.

This course content requires an instructor who specializes in reading instruction in the elementary school setting. An adjunct professor will need to be hired to teach the course. An additional classroom will be needed for this course.

Library print and non-print resources in support of this course: $500

Course Materials

Course number:
EDU 200

Course name:
Foundations of Reading

Credits: 3

Lecture Hours: 30  
Lab hours: 15 (off campus)  
Clinic Hours:  

General course description and prerequisites (as it will appear in the catalog):

This course provides a strong foundation in the best practices of literacy instruction. Essential areas of reading instruction are addressed: understanding phonological and phonemic awareness, the use of phonics, vocabulary development, fluency, comprehension, assessment, and writing. The course offers opportunities to gain knowledge of the mechanics of the reading process and to design and implement effective instruction for various student populations. A field experience (pre-practicum) of fifteen hours beyond classroom time is required. Please note: Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

Prerequisite: EDU 101  F/S

All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):

Instructional Objectives (list):
- Demonstrate knowledge of the English Language Arts Common Core Standards, the Massachusetts State Standards, and other federal funded initiatives that have influenced literacy research, policy, and practice.
- Examine the concept of a balanced approach to literacy instruction, from both an historical perspective and current philosophy.
- Demonstrate knowledge of the role of multifaceted approaches to literacy: phonological and phonemic awareness, concepts of print, the alphabetic principle, phonics, fluency, vocabulary, and explicit reading.
- Examine the role of writing in a balanced literacy program.
- Practice a variety of teaching methods, materials, strategies and appropriate assessment for lesson design in each of the essential literacy areas.
- Gain the core knowledge needed for completion of the Foundations of Reading MTEL.

Teaching procedures: (provide suggested teaching methodology):
Instruction in this course will expose students to a variety of teaching methods and procedures, which will model techniques that prospective literacy teachers could use in their own instruction. Class sessions will incorporate lecture, cooperative learning activities, active learning strategies, small and large group discussion, and multi-modal presentations.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

**Course Outline, Readings and Assignments**

| Session 1 | Introductions, Field Experience and C.O.R.I Requirements  
Syllabus, Course Requirements, and Written Assignment Packet  
Overview of 10 Evidence Based Practices for Literacy Instruction  
Federal Initiatives and Literacy Instruction  
Phonics and Word Study Pretest  
Building a vision for reading instruction… |

**Assignments for Session 2:**
- Chapter 2, Best Practices in Literacy Instruction, (pgs. 37-63)
  **Engagement Activity:** Reflect on the evolving concept of “balance” in literacy instruction. Summarize its meaning. Focus on Figure 2.5 and Figure 2.6 on pg. 55 in the Best Practices text as you respond

- Handout: Section 1 introduction – “Building a Place for Reading” and Chapter 1, The Art of Teaching Reading (pages. 3-25)
- Return both copies of C.O.R.I. forms with a copy of your driver’s license.

| Session 2 | Balance in Literacy Instruction  
ELA Common Core State Standards/MA State Standards  
Research Theories and Federal Policies  
“Phonics and Word Study Handbook” an overview |

**Assignments for Session 3**
- Chapter 3, Best Practices in Literacy Instruction (pages 67-95)
  **Engagement Activity:** Create a brochure outlining the best practices in early literacy development. Use the brochure as a guide for your 1st field observation in a Grade 1 or 2 classroom.
- Part 1, Phonics and Word Study (pages 11-25)

| Session 3 | Early Literacy  
General Reading Standards  
Introduction to Foundation Skills:  
Phonemic and Phonological Awareness, Print Concepts and the Alphabetic Principle  
Introduce Literacy Lesson Plan #1 – How to….. due Session 5 |
Assignments for Session 4
-Chapter 8, Best Practices in Literacy Instruction (pages 199-223)

Engagement Activity: Create a 1 page overview of the rationale behind a lesson plan geared toward either a Grade 1 or 2 classroom, employing best practices in phonological awareness. Choose one of the activities presented in the chapter.

-Part 2, Phonics and Word Study (pages 26-70)

Session 4

Early Literacy
Foundation Skills continued
“September in a K-1 Reading Workshop”

Assignments for Session 5
-Chapter 9, Best Practices in Literacy Instruction (pages 224-249)

Engagement Activity: Visit one of the websites listed on pg. 245 in Best Practices. Write a brief review of the site, commenting on its educational value and its “kid appeal.”

-Part 3, Phonics and Word Study (pages 71-91)

-Lesson Plan #1 is due Session 5

Session 5

Vocabulary Development
Building a Word Rich Environment and Students as Independent Word Learners
Content and Concept Vocabulary
Appropriate Assessment of Vocabulary

Assignments for Session 6
-Chapter 11, Best Practices in Literacy Instruction (pages 276-294)

Engagement Activity: Create a simple chart intended for teacher reference which Outlines T. Rasinski’s “Basic Fluency Instruction” principles, from Chapter 11, Best Practices.

-Part 4, Phonics and Word Study (pages 93-141)

-Chapter 5, Best Practices in Literacy Instruction (pages 117-134)

Engagement Activity: Choose one of the classroom based ELL intervention Programs (pages 126-131, Best Practices). Summarize its purpose and its outcome.

Session 6

Fluency
Automaticity & Prosody
Modeling /Support/Syntactically Appropriate/Practice
English Language Learners
Learning to read a 1st vs. a second language
Introduce Lesson Plan #2 , due Session 9

Assignments for Session 7

-Part 5, Phonics and Word Study (pages 143-155)

-Midterm Exam Session 7
<table>
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<tr>
<th>Session 8</th>
<th>Motivating Students to Read</th>
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<td>Midterm Exam</td>
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**Assignments for Session 8**
- Chapter 7, Best Practices in Literacy Instruction (pages 177-198)

**Engagement Activity:** Create a brief questionnaire (see pg. 195, # 2, Best Practices) for students to gauge their level of literacy motivation. 10 questions—grade level of your choice.

- Chapter 10, Best Practices in Literacy Instruction (pages 250-275)

**Engagement Activity:** Explain the difference between teaching readers to be strategic vs. teaching strategies.

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<thead>
<tr>
<th>Session 8</th>
<th>Comprehension Instruction</th>
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<tr>
<td></td>
<td>Strategic Readers vs. Teaching Strategies</td>
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<td>The Importance of Scaffolding</td>
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<td>Metacognition</td>
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**Assignments for Session 9**
- Handout, “Ongoing Structure in the Reading Curriculum”, The Art of Teaching Reading (pages 41-97)
- Part 6, Phonics and Word Study (pages 157-165)
- Lesson Plan #2 due Session 9

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<tr>
<th>Session 9</th>
<th>Comprehension Instruction</th>
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<tr>
<td></td>
<td>TSI- Transactional Strategy Instruction</td>
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<td>Thinking Strategies Used by Proficient Readers</td>
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</table>

**Assignments for Session 10**
- Chapter 12, Best Practices in Literacy Instruction (pages 295-316)

**Engagement Activity:** Describe figures 12.1 through 12.5 (pgs. 308-312) Explain The purpose for each.

- Part 7, Phonics and Word Study (pages 167-192)
- Handout: Chapter 1, What Really Matters in Writing (pages 2-16)

**Engagement Activity:** Think back to your school years. What are your memories of writing? How effective were the strategies you were taught? If one of your ELA teachers were sitting here today, what would you say to that teacher?

<table>
<thead>
<tr>
<th>Session 10</th>
<th>Lesson Plan #3, overview - due Session 12</th>
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<tbody>
<tr>
<td></td>
<td>Teaching Writing</td>
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<td>Writing Theory</td>
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<td>The Writing Environment</td>
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<td>Teaching Writing Explicitly</td>
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</table>

**Assignments for Session 11**
- Chapter 4, 5, 6, 7 What Really Matters in Writing (pages 52-134)

**Engagement Activity:** Think of your own writing. Do you struggle with revision? Why? How can you translate your own experiences with revision and other writing challenges for your students?

**Session 11**
Teaching Writing  
Writing About Reading  
Choosing a Topic  
Spelling and Revising  
Narrative, Descriptive, Expository, and Persuasive Writing

**Assignments for Session 12**
- Chapter 13, Best Practices in Literacy Instruction (pages 319-340)  
**Engagement Activity:** Choose one of the “necessary balances” in classroom-based reading assessment. Explain the need for one of these types of assessments to the “principal of the school in which you teach.” Write it in the form of a persuasive letter.
- Part 8, Phonics and Word Study (pages 193-220)  
- Lesson Plan #3 due Session 12

**Session 12**
Assessment  
Imbalances in Current Literacy Assessment  
Achieving Best Practices  
Informal and Formal Assessment  
Running Records, IRI, Miscue Analysis

**Assignment for Session 13**
- Complete Self-Evaluation 2, Phonics and Word Study (pages 221-227)  
- Chapter 4, Best Practices in Literacy Instruction (pages 96-116)  
**Engagement Activity:** Summarize how best practices are in action for the struggling readers described in the case studies in this chapter. Choose one of the two cases to summarize.
- Chapter 17, Best Practices in Literacy Instruction (pages 412-435)  
**FIELD EXPERIENCE REPORT IS DUE SESSION 14**

**Session 13**
Struggling Readers  
Access to Sufficient Appropriate Instruction  
A Case Study  
Supporting Our Struggling Readers  
Differentiating Instruction  
Meeting the Needs of all Learners

**Assignment for Session 14**
- Chapter 15, Best Practices in Literacy Instruction (pages 361-394)  
**Engagement Activity:** Reflect on how new technologies may positively transform literacy instruction.
- Chapter 16, Best Practices in Literacy Instruction (pages 395-411)  
**Engagement Activity:** Create a mini-glossary of new literacy terms – define
them and predict how these will affect student achievement.

Session 14  Technology in the Literacy Classroom  
Support for all readers – beginning and skilled  
Using Technology in the Reading Curriculum  
New Literacies – What are they and what are their implications for the future of literacy instruction?

Assignment for Session 15  
-Final Exam

Session 15  Your vision as a literacy teacher.  
-Final Exam

Other information:

- Suggested basis for student grading and criteria for evaluating student performance

Grading in this class will be based on a variety of requirements, including: attendance, active participation in class discussions, response to readings/engagement activities, and a mid-term and final exam. In addition, satisfactory completion of the field experience (pre-practicum) is required for all students to earn credit for this course.

POINT ASSIGNMENT:
Class participation and attendance  15%  
Homework Assignments/Engagement Activities/Lesson Plans  30%  
Midterm Exam  20%  
Final Exam  20%  
Field Experience Report  15%  

100

- Suggested attendance policy

All students are expected to be on time and attend and participate in all class sessions. More than three unexcused absences will require the student to retake the course. Excused absences are those accompanied by a doctor’s note. If there are circumstances that will keep you from attending class, you must contact the instructor by email before the start of class.

Four tardies / departures from class of more than fifteen minutes are equal to one unexcused absence.

Students are responsible for any missed assignments, class notes, and/or other information when they are absent.

If a class is cancelled due to inclement weather, the assignments will be due at the next class meeting.

- Suggested plagiarism statement
College wide plagiarism policy will be used. See syllabus.

- Suggested assessment methodologies

Assessment will be based on attendance, active participation in class discussions, response to readings/engagement activities, and a mid-term and final exam. In addition, satisfactory completion of the field experience (pre-practicum) and journal is required

Please attach a syllabus for this new course. Attached.

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the General Information for Academic Affairs Proposals document that is available on the QCC's Intranet under Frequently Used Forms (Academic Governance Forms).

<table>
<thead>
<tr>
<th>COURSE STUDENT LEARNING OUTCOMES FOR EDU 200: FOUNDATIONS OF READING</th>
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<tbody>
<tr>
<td>Upon completion of the course, students will be able to:</td>
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<tr>
<td>1. Demonstrate knowledge of the English Language Arts Common Core Standards, the Massachusetts State Standards, and other federal funded initiatives that have influenced literacy research, policy, and practice.</td>
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<tr>
<td>2. Examine the concept of a balanced approach to literacy instruction, from both an historical perspective and current philosophy.</td>
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<tr>
<td>3. Examine the role of phonological and phonemic awareness, concepts of print, and the alphabetic principle and how it impacts readers at various levels of literacy.</td>
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<tr>
<td>4. Practice an effective use of phonics, fluency, vocabulary, and explicit reading comprehension instruction.</td>
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<tr>
<td>5. Demonstrate knowledge of the role of writing in a balanced literacy program.</td>
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<tr>
<td>6. Practice a variety of teaching methods, materials, strategies and appropriate assessment for lesson design in each of the essential literacy areas.</td>
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<tr>
<td>7. Demonstrate an awareness of the instructional needs of diverse student populations – early childhood vs. upper elementary level learners, ELL learners, and struggling readers.</td>
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<tr>
<td>8. Demonstrate knowledge of the uses of technology and “new literacies” in effective literacy instruction.</td>
</tr>
<tr>
<td>9. Gain the core knowledge needed for completion of the Foundations of Reading MTEL</td>
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</table>

How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

I – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.
E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.

| CONNECTION OF EDU 200: FOUNDATIONS OF READING TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES | I,M,E |
| Communication Skills: Students will write and speak effectively. | E |
| Information Literacy: Students will locate, evaluate and apply reliable and appropriate information. | E |
| Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems. | I |
| Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge. | I |
| Technical Literacy: Students will utilize computer and emerging technologies effectively. | E |
| Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts. | M |
| Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures. | M |
| Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence. | E |
| Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment. | E |
| Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship. | I |

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

| CONNECTION OF EDU 200: FOUNDATIONS OF READING TO PROGRAM STUDENT LEARNING OUTCOMES FOR GENERAL STUDIES ELEMENTARY EDUCATION | I, M, E |
| 1 | Demonstrate mastery of number sense and numeration, patterns and functions, geometry and measurement, and data analysis | I |
| 2 | Apply the concepts and methods of understanding of human development from conception to adolescence | M |
| 3 | Apply the concepts and methods of understanding children’s literature | E |
| 4 | Apply the concepts and methods of teaching and learning at the Elementary level | E |
| 5 | Achieve awareness of historical, philosophical and pedagogical perspectives in elementary education | E |
| 6 | Write and speak clearly | E |
| 7 | Locate, evaluate and apply reliable and appropriate information | E |
| 8 | Apply the concepts and methods of mathematics to solve problems | I |
| 9 | Relate scientific methods of inquiry to the acquisition of knowledge | I |
| 10 | Demonstrate knowledge and appreciation of diverse cultures | M |
EDU 200  Foundations of Reading  3 Credits

Instructor: 
Email: 
Course Website:

**Course Description:** This course provides a strong foundation in the best practices of literacy instruction. Essential areas of reading instruction are addressed: understanding phonological and phonemic awareness, the use of phonics, vocabulary development, fluency, comprehension, assessment, and writing. The course offers opportunities to gain knowledge of the mechanics of the reading process and to design and implement effective instruction for various student populations. A field experience (pre-practicum) of fifteen hours beyond classroom time is required. **Please note:** Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course. 

**Prerequisite:** EDU 101  F/S

**Course Goals and Outcomes:**
Students who successfully complete this course will be able to:

- Demonstrate knowledge of the English Language Arts Common Core Standards, the Massachusetts State Standards, and other federal funded initiatives that have influenced literacy research, policy, and practice
- Examine the concept of a balanced approach to literacy instruction, from both an historical perspective and current philosophy
- Examine the role of phonological and phonemic awareness, concepts of print, and the alphabetic principle and how it impacts readers at various levels of literacy
- Practice an effective use of phonics, fluency, vocabulary, and explicit reading comprehension instruction
- Demonstrate knowledge of the role of writing in a balanced literacy program
- Practice a variety of teaching methods, materials, strategies and appropriate assessment for lesson design in each of the essential literacy areas
- Demonstrate an awareness of the instructional needs of diverse student populations – early childhood vs. upper elementary level learners, ELL learners, and struggling readers
- Demonstrate knowledge of the uses of technology and “new literacies” in effective literacy instruction
- Gain the core knowledge needed for completion of the “Foundations of Reading MTEL

**General Education Learning Goals:**

- **Communication Skills:** Students will be able to write and speak effectively.
- **Information Literacy:** Students will be able to locate, evaluate, and apply reliable and appropriate information.
- **Technical Literacy:** Students will utilize computer and emerging technologies effectively.
- **Multiple Perspectives:** Students will demonstrate knowledge and appreciation of diverse cultures.
- **Ethics:** Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.
• **Impact of Technology**: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

**Course Texts and Readings:**

**Required Texts:**


**Additional readings from the following:**

- **Common Core Standards** [http://www.corestandards.org/](http://www.corestandards.org/)
- Massachusetts State Frameworks [http://www.doe.mass.edu/frameworks/current.html](http://www.doe.mass.edu/frameworks/current.html)

**Other Course Information Based Upon the Following Texts:**


**Teaching Procedures:**

Instruction in this course will expose students to a variety of teaching methods and procedures, which will model techniques that prospective literacy teachers could use in their own instruction. Class sessions will incorporate lecture, cooperative learning activities, active learning strategies, small and large group discussion, and multi-modal presentations.

**Course Requirements:**

**Attendance**

- All students are expected to be on time and attend and participate in all class sessions. **More than three unexcused absences will require the student to retake the course.** Excused absences are those accompanied by a doctor’s note. If there are circumstances that will keep you from attending class, you must contact the instructor by email before the start of class.
- Four tardies / departures from class of more than fifteen minutes are equal to one unexcused absence.
- Students are responsible for any missed assignments, class notes, and/or other information when they are absent.
- If a class is cancelled due to inclement weather, the assignments will be due at the next class meeting.
Class Assignments:
- Written assignments/engagement activities will be required weekly. These reflections and reactions to the assigned reading will enhance the quality of our large and small group discussions. Independent reading should be annotated or demonstrate an active approach to reading. Students may use Post-its, write notes in text margins, or within a notebook (paper or eBook) to show thinking. Class activities will involve students creating lessons, and at times teaching concepts, literacy skills, and strategies to the class.
- All written assignments must be typed. Students are expected to submit high quality, college level writing. A more detailed guideline for these assignments will be provided.
- All assignments are due on time. Failure to submit required assignments will result in losing points on assignments. Five points per day, including weekends, will be deducted from your grade for any assignments that come in late. Work that is more than two weeks late will be graded a zero.
- A mid-term and final exam will be required to assess knowledge related to the course goals and to also present an opportunity for students to simulate the experience of taking the Foundations of Reading MTEL.

Electronics and Multi-Media Policy:
- No texting, Facebooking, tweeting, or social media use during class. Students are expected to come to class ready to give full attention to the discussion and activities.
- Students are only allowed media devices that are considered assistive technology for a disability.
- At no time should students use their cell phone or personal electronics during class. Cell phones should be turned to off, silent, or vibrate. You will be given a break during class—this is the only appropriate time to use your cell phone. If a student uses any electronics device during class that is not assistive in nature he/she will be excused from class and will receive a zero for attendance for that class.

Fieldwork Journal:
As part of the field experience, students are required to keep a Fieldwork Journal. Following each observation session in a classroom, students are required to write a summary reflecting on, and reacting to, what they have observed in the classroom that day. It is important that students observe lessons within each grade sequence that address the essential areas of literacy instruction—phonological/phonemic awareness, phonics, vocabulary development, fluency, comprehension, and writing. More detailed information will be included in the Written Assignments Packet explaining procedures for utilizing the observation sessions most productively. The journal entries will serve to assist you in writing will serve to assist you in writing your final Field Experience Report and will be submitted to the instructor as part of your portfolio.

Field Experience Requirements:
- A C.O.R.I (Criminal Offender Record Information) must be on file before students begin their fieldwork and the cooperating school will require another. Classrooms in various elementary schools in Worcester will be made available for the purposes of observation. If you decide to complete the observations in a different school, you should contact that school as soon as possible for your fieldwork as C.O.R.I. checks can take anywhere from two to four weeks to complete.
• Students are responsible for keeping track of their fieldwork and getting required signatures on the time sheet. The time sheet must be submitted, with signatures of cooperating teachers, to the instructor as part of your portfolio.

• Reflective writing, in the form of a journal entry, following each session of the field experience must be included in your portfolio. Refer to the Written Assignments Packet for additional information.

• A paper summarizing the knowledge gained from the field experience will be required. A Field Experience Assignment Paper is outlined in the Written Assignments Packet.

• *Please note: Satisfactory completion of the fieldwork pre-practicum is required for all students earning credit for this course.

**Grading:**
Your grade in this class will be based on a variety of requirements, including: attendance, active participation in class discussions, response to readings/engagement activities, and a mid-term and final exam. In addition, satisfactory completion of the field experience (pre-practicum) is required for all students to earn credit for this course.

**POINT ASSIGNMENT:**
Class participation and attendance 15%
Homework Assignments/Engagement Activities/Lesson Plans 30%
Midterm Exam 20%
Final Exam 20%
Field Experience Report 15%

100%

**Students with Special Needs:**
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), appropriate accommodations will be provided to students with learning disabilities on an individual needs basis. Please inform the instructor regarding these accommodations and submit paperwork from Disabilities Services. Accommodations will only be made for students who are registered with Disabilities Services and have the appropriate paperwork. Any questions regarding a learning disability or other special need should be discussed with a counselor at Disability Services, Room 246A. All information is confidential.

**Academic Honesty and Plagiarism:**
Below is the college-wide policy on plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and don’t know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the knowledge or source. Since the cheating sabotages a student’s learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.
Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or appropriate college services.

**How to Avoid Plagiarism:**
1. Always give credit to any sources that you have used while writing a paper. This includes any web-based research.
2. Always use quotation marks around any words you use that are exactly the same as in the source that you read.
3. When you paraphrase or summarize, always use your own syntax and words, not just synonyms for words that are in the original source.
4. Use the MLA Style of Documentation to show where you have summarized, paraphrased or quoted.
5. Always do your own work.
6. Do not submit a paper, journal entry, or lesson plan that you have submitted for another class.
7. If you have questions about how to paraphrase, summarize or quote someone else’s words or ideas in your own writing, please talk with me so I can help you.
Course Outline, Readings and Assignments

Session 1
Introductions, Field Experience and C.O.R.I Requirements
Syllabus, Course Requirements, and Written Assignment Packet
Overview of 10 Evidence Based Practices for Literacy Instruction
Federal Initiatives and Literacy Instruction
Phonics and Word Study Pretest
Building a vision for reading instruction...

Assignments for Session 2:
- Chapter 2, Best Practices in Literacy Instruction, (pgs. 37-63)
  Engagement Activity: Reflect on the evolving concept of “balance” in literacy
  instruction. Summarize its meaning. Focus on Figure 2.5 and Figure 2.6 on
  pg.
  55 in the Best Practices text as you respond.
- Handout: Section 1 introduction – “Building a Place for Reading” and Chapter 1, The Art
  of Teaching Reading (pages. 3-25)
- Return both copies of C.O.R.I. forms with a copy of your driver’s license.

Session 2
Balance in Literacy Instruction
ELA Common Core State Standards/MA State Standards
Research Theories and Federal Policies
“Phonics and Word Study Handbook” an overview

Assignments for Session 3
- Chapter 3, Best Practices in Literacy Instruction (pages 67-95)
  Engagement Activity: Create a brochure outlining the best practices in early literacy
  development. Use the brochure as a guide for your 1st field observation in a
  Grade 1 or 2 classroom.
- Part 1, Phonics and Word Study (pages 11-25)

Session 3
Early Literacy
General Reading Standards
Introduction to Foundation Skills:
Phonemic and Phonological Awareness, Print Concepts and the Alphabetic Principle
Introduce Literacy Lesson Plan #1 – How to….. due Session 5

Assignments for Session 4
- Chapter 8, Best Practices in Literacy Instruction (pages 199-223)
  Engagement Activity: Create a 1 page overview of the rationale behind a lesson plan
  geared toward either a Grade 1 or 2 classroom, employing best practices in
  phonological awareness. Choose one of the activities presented in the chapter.
- Part 2, Phonics and Word Study (pages 26-70)

Session 4
Early Literacy
Foundation Skills continued
“September in a K-1 Reading Workshop”
Assignments for Session 5
-Chapter 9, Best Practices in Literacy Instruction (pages 224-249)

Engagement Activity: Visit one of the websites listed on pg. 245 in Best Practices.

Write

a brief review of the site, commenting on its educational value and its “kid appeal.”

-Part 3, Phonics and Word Study (pages 71-91)

-Lesson Plan #1 is due Session 5

Session 5
Vocabulary Development
Building a Word Rich Environment and Students as Independent Word Learners
Content and Concept Vocabulary
Appropriate Assessment of Vocabulary

Assignments for Session 6
-Chapter 11, Best Practices in Literacy Instruction (pages 276-294)

Engagement Activity: Create a simple chart intended for teacher reference which
Outlines T. Rasinski’s “Basic Fluency Instruction” principles, from Chapter 11, Best Practices.

-Part 4, Phonics and Word Study (pages 93-141)

-Chapter 5, Best Practices in Literacy Instruction (pages 117-134)

Engagement Activity: Choose one of the classroom based ELL intervention programs

Session 6
Fluency
Automaticity & Prosody
Modeling /Support/Syntactically Appropriate/Practice

English Language Learners
Learning to read a 1st vs. a second language
Introduce Lesson Plan #2, due Session 9

Assignments for Session 7
-Part 5, Phonics and Word Study (pages 143-155)

-Midterm Exam Session 7

Session 7
Motivating Students to Read

Midterm Exam

Assignments for Session 8
-Chapter 7, Best Practices in Literacy Instruction (pages 177-198)

Engagement Activity: Create a brief questionnaire (see pg. 195, #2, Best Practices) for
students to gauge their level of literacy motivation. 10 questions – grade level of
your choice.

-Chapter 10, Best Practices in Literacy Instruction (pages 250-275)

Engagement Activity: Explain the difference between teaching readers to be strategic
vs teaching strategies.
Session 8
Comprehension Instruction
Strategic Readers vs. Teaching Strategies
The Importance of Scaffolding
Metacognition

Assignments for Session 9
- Handout, “Ongoing Structure in the Reading Curriculum”, The Art of Teaching Reading (pages 41-97)
- Part 6, Phonics and Word Study (pages 157-165)
- Lesson Plan #2 due Session 9

Session 9
Comprehension Instruction
TSI- Transactional Strategy Instruction
Thinking Strategies Used by Proficient Readers

Assignments for Session 10
- Chapter 12, Best Practices in Literacy Instruction (pages 295-316)
Engagement Activity: Describe figures 12.1 through 12.5 (pgs. 308-312) Explain the purpose for each.
- Part 7, Phonics and Word Study (pages 167-192)
- Handout: Chapter 1, What Really Matters in Writing (pages 2-16)
Engagement Activity: Think back to your school years. What are your memories of writing? How effective were the strategies you were taught? If one of your ELA teachers were sitting here today, what would you say to that teacher?

Session 10
Lesson Plan #3, overview - due Session 12
Teaching Writing
Writing Theory
The Writing Environment
Teaching Writing Explicitly

Assignments for Session 11
- Chapter 4, 5, 6, 7 What Really Matters in Writing (pages 52-134)
Engagement Activity: Think of your own writing. Do you struggle with revision? Why?
   How can you translate your own experiences with revision and other writing challenges for your students?

Session 11
Teaching Writing
Writing About Reading
Choosing a Topic
Spelling and Revising
Narrative, Descriptive, Expository, and Persuasive Writing

Assignments for Session 12
- Chapter 13, Best Practices in Literacy Instruction (pages 319-340)
Engagement Activity: Choose one of the “necessary balances” in classroom-based reading assessment. Explain the need for one of these types of assessments to the “principal of the school in which you teach.” Write it in the form of a persuasive letter.
Session 12
Assessment
Imbalances in Current Literacy Assessment
Achieving Best Practices
Informal and Formal Assessment
Running Records, IRI, Miscue Analysis

Assignment for Session 13
-Complete Self-Evaluation 2, Phonics and Word Study (pages 221-227)

-Chapter 4, Best Practices in Literacy Instruction (pages 96-116)
**Engagement Activity:** Summarize how best practices are in action for the struggling readers described in the case studies in this chapter. Choose one of the two cases to summarize.

-Chapter 17, Best Practices in Literacy Instruction (pages 412-435)

FIELD EXPERIENCE REPORT IS DUE SESSION 14

Session 13
Struggling Readers
Access to Sufficient Appropriate Instruction
A Case Study
Supporting Our Struggling Readers
Differentiating Instruction
Meeting the Needs of all Learners

Assignment for Session 14
-Chapter 15, Best Practices in Literacy Instruction (pages 361-394)
**Engagement Activity:** Reflect on how new technologies may positively transform literacy instruction.

-Chapter 16, Best Practices in Literacy Instruction (pages 395-411)
**Engagement Activity:** Create a mini-glossary of new literacy terms – define them and predict how these will affect student achievement.

Session 14
Technology in the Literacy Classroom
Support for all readers – beginning and skilled
Using Technology in the Reading Curriculum
New Literacies – What are they and what are their implications for the future of literacy instruction?

Assignment for Session 15
-Final Exam

Session 15
Your vision as a literacy teacher.
**Final Exam**

EDU 200 “Foundations of Reading” 3 Credits
WRITTEN ASSIGNMENTS INFORMATION AND GUIDELINES

Instructor:
Email:
Course Website:

In addition to the Written Reflection Activities listed in the “Course Outline, Readings and Assignments” section of the syllabus the following information outlines:

1. Written assignment format for the Reflection Activities (1 page in length) and the Field Experience report.

2. Requirements associated with the Field Experience journal and Final Field Experience report.

3. Directions for the 3 required lesson plans

1. GENERAL FORMAT
Written assignments should be formatted according to the following:

   - Papers should be typed, double-spaced and presented in a professional manner.

   - A size 12 font in either Times New Roman or Arial should be used.

   - Spelling, syntax and grammar should be correct. Be sure to use the spelling and grammar check feature on your computer. Papers should also be proofread carefully. Don’t rely completely on your spell check!

   - A title Page should be the first page of each assignment. This page should include, centered in the middle of the page, your name, the course name, number and section, the date and the title of the assignment. Begin your writing on the next page. Note that you will lose a point for Mechanics of your work if you do not include the Title Page.

   - Any paper emailed to me should be first saved in Rich Text Format (RTF) to ensure that it will open regardless of your word processing program.

2. FIELD EXPERIENCE JOURNAL and FINAL FIELD EXPERIENCE REPORT
   As part of the field experience, students are required to keep a Fieldwork Journal. Following each observation session in a classroom, students are required to write a summary reflecting on, and reacting to, what they have observed in the classroom that day. It is important that students observe lessons within each grade sequence that address the essential areas of literacy instruction – phonological/phonemic awareness, phonics, vocabulary development, fluency, comprehension, and writing.

   There will be 3 five hour sessions devoted to your observation time. You should plan on dividing these three visits into a grade 1 or 2, grade 3 or 4, and grade 5 or 6 visit. The first visit should take place between class sessions 4-6. The second visit between sessions 6-9. And the final visit should take
place between sessions 9-12. The journal entries will serve to assist you in writing your final Field Experience Report and will be submitted to the instructor as part of your portfolio.

The journal entries do not need to be typed. However, if they are not typed the entries must be legible and clearly organized. Your observations should record your overall impressions about the classroom experience. The journal entry will demonstrate your ability to take notes on important aspects of the classroom experience.

Your journal language is more informal as you record your thoughts, concerns, questions, fears, conclusions, or anything else that relates to your experience. Your focus should be looking for “best practices” in action. Please refer to the Best Practices in Literacy Instruction text chapters that include case studies – Chapter 3 and Chapter 4. These case studies provide excellent models of observational writing of lessons and teacher/student interaction.

Look for examples of the 5 essential areas of literacy instruction in each of your visits. Depending on the particular lesson/reading workshop you are viewing on the day of your visit, you should make reference to all of the essential areas that are demonstrated.

The final report (follow written format listed above) should be a clear summary of your experiences. The body of the text should discuss all aspects of your observations – the actual lessons – highlighting the essential areas of literacy instruction that were demonstrated, teacher-student interaction, classroom atmosphere, and your personal reactions to the experience. Divide your final report into three sections – each outlining the particular experience from the three different visits. (You may make comparisons within each as you have observed literacy instruction at different grade levels, following the development of skills.)

3. LESSON PLAN FORMAT

The lesson plan directions, topic, and format will be reviewed in Sessions 3, 6, and 10. The lesson plan format below will be used which aligns the literacy lesson with the Common Core Standards.

Common Core Aligned Lesson Plan Template
Subject(s): ____________________________ Grade: ____
Teacher: _____________________________

1. Common Core Learning Standard(s) Addressed:

2. Learning Target(s): (What will students know & be able to do as a result of this lesson?)

3. Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)
4. Formative Assessment Criteria for Success: (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson’s outcomes look like?)

5. Activities/Tasks: (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?)

6. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

7. Access for All: (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.)

8. Modifications/Accommodations: (What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.)

Common Core Aligned Lesson:

Reflection  ☐ How did this lesson cognitively engage students?

How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?
EDU 200: Foundations of Reading

FIELD EXPERIENCE RECORD SHEET

Name _______________________________ Semester: ______

Complete this FIELD EXPERIENCE RECORD SHEET after each observation and turn in at the end of the course. You cannot receive a grade without this proof of completion of 12 hours of observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Grade Level</th>
<th>Teacher Name</th>
<th>Teacher Signature</th>
<th># of hours</th>
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TOTAL HOURS
NEW COURSE PROPOSAL

1. Course Number and Name: EDU 201 Curriculum and Instruction in the Elementary School

2. Originator: Renee Gould
   Date: September 23, 2013

3. Division Dean: Clarence Ates
   Date: September 26, 2013

4. Brief Description of the Proposal:

   This is a new course that focuses on the design and implementation of curriculum experiences in an elementary school setting. The knowledge gained by students will serve to enhance their understanding of the multifaceted role of an educator as they learn about the various subject areas that comprise curriculum for this age group. This course will be required in the new design of the General Studies Elementary Education Program. It will easily transfer and fit into the Education Program at the four year college or university.

5. Effective Date: Fall 2014

6. Recommended by the Humanities & Education Division
   Date: October 17, 2013
   Comments:

7. AA Leadership Team: J. in Brown
   Date: __/1/3
   Recommended: ___ Not Recommended: ___
   Comments:

8. VP/Academic Affairs:
   Date: 10/23/13
   Recommended: ___ Not Recommended: ___
   Comments:

9. Learning Council:
   Date: 11/2/13
   Recommended: ___ Not Recommended: ___
   Comments:

10. VP/Academic Affairs:
    Date: 11/2/13
    Approved: ___ Not Approved: ___
    Comments:
### NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>Course Discipline/Division:</th>
<th>Humanities and Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>EDU 201</td>
</tr>
<tr>
<td>Course Name:</td>
<td>Curriculum and Instruction in the Elementary School</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>EDU 101</td>
</tr>
<tr>
<td>CIP code:</td>
<td>13.1202</td>
</tr>
<tr>
<td>Effective Term/year:</td>
<td>Fall 2014</td>
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</table>

Give a rationale for the new course. Be sure to indicate whether this course replaces another course.

This course expands the General Studies Elementary Education Program by offering students an opportunity to learn about curriculum design and implementation in the elementary school. There is no course like it offered at the college at this time. The course provides substantive learning about the various subject areas in the elementary school classroom. A required field experience component expands students' knowledge by providing opportunities to observe actual curriculum and instruction in a variety of grade levels in a public school setting. This is a course that will easily fit into the student's program upon transfer.

Is the course content similar to other courses now offered?  Yes  No  X

If yes, attach a statement for the coordinator of the department offering the similar course.

**Please indicate if this course will serve as any of the following types of electives**

- X Elective
- X Discipline specific (name the discipline)
- X Program specific (name the program)
- ___ Multiple perspective (confer with the Liberal Arts Coordinator)

**Is this course required for a program?** If yes, submit a separate Program Revision Proposal or New Program Proposal.

It is a required course. Program Revision documents have been submitted along with this New Course Proposal.

<table>
<thead>
<tr>
<th>Expected enrollment per term</th>
<th>Expected enrollment per year:</th>
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</thead>
<tbody>
<tr>
<td>25</td>
<td>50</td>
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</table>

Will any of the following be required:

- Additional staff  X  
- Additional space  X  
- Additional equipment  

Provide a rationale for any needs indicated above and include approximate cost of equipment.

This course content requires an instructor who specializes in curriculum instruction in the elementary
school setting. An adjunct professor will need to be hired to teach the course. A classroom will need to be scheduled for this course.

Library print and non-print resources in support of this course: $500

Course Materials

<table>
<thead>
<tr>
<th>Course number:</th>
<th>EDU 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name:</td>
<td>Curriculum and Instruction in the Elementary School</td>
</tr>
<tr>
<td>Credits:</td>
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<tr>
<td>Lecture Hours:</td>
<td>35</td>
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<tr>
<td>Lab hours:</td>
<td>10 (off campus)</td>
</tr>
<tr>
<td>Clinic Hours:</td>
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General course description and prerequisites (as it will appear in the catalog):

**Course Description:** This course provides an overview of curriculum planning and instruction addressing the needs of all learners in an elementary school setting. Topics include classroom management, designing learning environments, assessment systems and communicating with families. State and national standards are integrated into instructional methods in the areas of language arts, social studies, math, science, health and technology. A field experience (pre-practicum) of ten hours beyond classroom time is required. **Please note:** Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.

**Prerequisites:** EDU 101 F/S

All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):


- Print.Massachusetts Curriculum Framework for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (http://www.doe.mass.edu/candi/commoncore/)

- Massachusetts Curriculum Framework for Mathematics (http://www.doe.mass.edu/candi/commoncore/)

- Responsive Classroom (www.responsiveclassroom.org)

- Assigned articles

Instructional Objectives (list):

- Students will demonstrate the ability to organize an appropriate learning environment for curriculum and instruction in the elementary school.
- Students will practice planning learning experiences that will meet the needs of all learners.
- Students will define classroom management strategies and will demonstrate the ability to match those strategies to behavior situations in the classroom.
- Students will plan lessons based upon techniques and strategies presented.
- Students will utilize the Common Core State Frameworks as they plan instructional activities for children.
- Students will practice various forms of assessment, both formative and summative.

Teaching procedures: (provide suggested teaching methodology):

Instruction in this course will model several different teaching methods and procedures. Instruction will incorporate lecture, cooperative learning groups, active learning strategies, a variety of visual presentation modes, videos, and discussion of independent reading.

Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):

**COURSE OUTLINE, READINGS AND ASSIGNMENTS**

**Session 1**
Welcome, Introductions, Field Experience and C.O.R.I Requirements
Syllabus and Course Requirements
The Classroom of the 21st Century
- the impact and purpose of federal legislation, new teacher requirements for attaining and retaining licensure, the adoption of the Common Core Framework.
- Challenges facing students today (ELL/ESL, learning disabilities, low economic status, changes in society)
- Technology in the classroom

**Assignments for Session 2:** Chapter 2, Course Text. Complete **Advance Organizer** questions 1-9 on page 26.

**Session 2**
How children learn
- overview of Paiget’s Stages of Development, Gardner’s Multiple Intelligences, and strategies for using these theories in the classroom, including the use of centers.
- social factors that influence achievement (family, race, gender, social class, bullying)
- analyze the impact of motivation and teacher expectation on student achievement

**Assignment for Session 3:** Chapter 3, course text. Complete **Advance Organizer** questions 1 – 12.

**Session 3**
Classroom Management
- discriminate among the different behavior management strategies including those that range from desisting to winning on the attention continuum
- analyze a variety of positive behavior plans and their use in the classroom
- role play situations and read case studies that would necessitate teacher redirection to regain focus on learning

**Classroom Environment**
- the impact of the social/emotional environment of the classroom on
learning (Responsive Classroom, Morning Meeting)
- daily schedule
- routines and physical organization of classroom

Parent Communication
- the impact of parent involvement in the learning process, methods for communicating with parents, parent-teacher conferences

Assignments for Session 4: Chapter 6, course text. Complete Advance Organizer questions 1-9. Download and preview Common Core Frameworks. Bring questions about their format, structure, and / or purpose to class.

Session 4
Common Core Standards (become familiar with format, continuum of standards)
Backwards Design Method for planning instruction
Thematic Units – developing units around “big ideas” and essential questions
Review assignment for lesson plans to be developed and implemented.

Assignment for Session 5: Chapter 7, course text. Complete Advance Organizer questions 1-9 and 12-13.

Session 5
Assessment in the Classroom
- Formative Assessment (assessment FOR learning)
- Summative Assessment (assessment OF learning)
- Developing a good assessment
- Data gathering and analysis
- Performance assessments
- Feedback

Assignment for Session 6: Choose and submit standards from the Common Core Frameworks for your lesson plans (at least one standard for ELA, social studies and at least one standard for math or science)

Session 6
Review expectations for performance assessment (ELA/SS lesson and Math/Science lesson.)
MID-TERM

Assignment for Session 7: Chapter 4, course text. Complete Advance Organizer questions 2, 3, 6, 7, 9 and 10. Chapter 5, course text. Complete Advance Organizer questions 1, 2, 3, 10 and 11.

Session 7
Instruction
- Clarity: Communicating goals and objectives
- Direct Instruction, Guided Discussions, Questioning Techniques
- Active Learning Strategies
- Inquiry Teaching Strategies
- Cooperative Learning
- Differentiation

Assignments for Session 8: Chapter 8, course text. Complete Advance Organizer questions 1, 2, 4, 5, 6, 7. Chapter 9, course text. Complete Advance Organizer questions 1-4, 6, and 7.

Session 8
Teaching English Language Arts
- using non-fiction text
- different types of writing (narrative, persuasive)
- graphic organizers

Teaching Social Studies
- using primary sources in the elementary classroom
- using simulations to “uncover” history

Assignment for Session 9: Finalize lesson plan and be prepared to teach to peers.

Session 9
Bring in a lesson plan that integrates ELA and social studies. Be prepared to teach the lesson to peers. See assignment sheet for requirements. (use centers differentiated by ability and interest.)

Assignment for Session 10: Chapter 10, course text. Complete Advance Organizer questions 1-3, 7, 8, 10, 12 and 14. Chapter 11, course text. Complete Advance Organizer questions 1, 3, 5, and 6.

Session 10
Teaching Math
Teaching Science
Project-Based Learning (PBL) / “real world problems”

Assignment for Session 11: Finalize lesson plan and be prepared to teach to peers.

Session 11
Bring in a lesson plan that focuses on math or science. Be prepared to teach the lesson to peers. See assignment sheet for requirements. (use inquiry method of instruction)

Assignments for Session 12: Chapter 12, course text. Complete Advance Organizer questions 1-10.

Session 12
Teaching Health and Physical Education in the Elementary Classroom.

Assignments for Session 13: Read article on technology in the classroom. (TBD)

Session 13
Technology in the Classroom
Make-Up Week / Test Review

Assignment for Session 14: Prep for final exam.

Session 14
General Overview and Wrap Up
How has this course impacted you as a developing educator?
Review for final exam

Session 15
FINAL EXAM

FIELD EXPERIENCE REPORT ASSIGNMENT (10 POINTS)

Part 1: Your Field Experience Report must be divided into three sections with the following titles:
- Teaching English Language Arts and Social Studies
- Teaching Math and Science
- Classroom Management, Routines, and Culture

The first two sections should each start at the top of a new page and must include the following information:

- **School description:** (1 paragraph) Describe the school in which you completed your observation requirement. Include the name and address of the school, the grade levels included in the building, and the overall feel of the building when you enter as well as the set-up of the individual classroom in which you observed. Some things to look for include: student work that is posted in the halls or in the classroom, a welcome sign in the lobby, friendliness of the staff, desks or tables in the classroom...etc. Do not use the names of teachers in your report. *If all your observations were completed in the same building, you do not need to repeat this information; simply make note of this fact.*

- **Instructional Strategies:** (1 paragraph) What did learning look like in the classroom? How did the teacher engage all students in learning? Refer to class and text notes to ensure that you are using accurate vocabulary to describe what you saw.

- **Assessment:** (1 paragraph) How did the teacher know that students had learned what s/he expected them to? Refer to class and text notes to ensure that you are using accurate vocabulary to describe what you saw.

- **Conclusion:** (1 paragraph) A reflection of your observation including personal feelings that emerge, connections to your own experience, questions you have, and what you learned from this observation.

The third section should start at the top of a new page and must include the following information:

- **Classroom Management:** (2 paragraphs; one for each content area) What strategies did the teacher use to keep students engaged and on task? What did the teacher do to get students’ attention back if needed? Use the correct terminology in your description.

- **Classroom Routines and Culture:** (2 paragraphs) What evidence is there in the room (posters, behaviors...) that tell about the routines the teacher (and students) have established? How do the adult(s) and students behave in a way that demonstrates they have worked to establish a good classroom culture?

- **Conclusion:** Reflect upon how the adult(s) and students interacted in ways that allowed learning to take place. What appeared to be common challenges faced by the teacher in the area of classroom management? What would be your areas of challenge in the area of classroom management?

**Part 2: Conclusion.** (Two paragraphs) A reflection on your experience as a whole that responds to the following questions: Did your experiences meet your expectations? Did it change any ideas you had about teaching? What do you think was the most important thing(s) you learned from the field experience? How will it shape your future career moves? What other questions to
Your Field Experience Report must be typed. Your notes taken at each observation must be attached to your Field Experience Report as well as the log sheet with the signatures of teachers who you observed.

It is expected that students use vocabulary learned in class when describing their observations within the classroom.

*Tip: Write at least a rough draft after each observation; this will help you to accurately write about your thoughts and experiences and save you time at the end of class.*

**Rubric:**

10 points possible

- all requirements of each section are completed
- written details demonstrate understanding of course content, including the accurate use of terms and vocabulary.
- reflection demonstrates introspective connections and how observations impacted personal understanding of the teaching profession
- writing clearly communicates thoughts and ideas; grammar/usage errors are minimal and do not interfere with content

*Less than 10 points are earned when assignment does not meet the criteria listed above. Comments / feedback will be given to explain.*

---

**Other information:**

- Suggested basis for student grading and criteria for evaluating student performance

Grading in this class will be based on a variety of requirements, including attendance, mid-term and final assessments, response to outside readings, active participation in class discussions, reflective writing, and other written assignments. This number will then be translated into a percentage grade. *Satisfactory completion of the field experience (pre-practicum) is required for all students to earn credit for this course.*

**POINT ASSIGNMENT:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Lesson (English and social studies)</td>
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<td>Midterm and Final Assessment</td>
<td>50 points</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Fieldwork Journal / Reflection</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>120 points possible</td>
</tr>
</tbody>
</table>

- **Suggested attendance policy (from syllabus)**

  Group activities are included in class sessions; as such, full participation and attendance are critical for success in this course. **More than two unexcused absences will require the student to retake the course.** Excused absences are those accompanied by a doctor’s note. If there are circumstances that will keep you from attending class, you must contact the instructor by email before the start of class.

  Students are expected to be on time for class. **Four tardies / departures from class of more than thirty minutes are equal to one unexcused absence.**

  If the class is cancelled due to inclement weather, assignments will be due at the next class.

- **Suggested plagiarism statement**

  College wide plagiarism policy used. See syllabus. Additional statement:

  **Lesson Plans/Assessments/Rubrics**: There are many lesson ideas available online. The ideas in the lesson plan you submit may come from outside sources but must be adapted for the criteria given to you. **You must give credit for sources of ideas for your lessons. You may not simply print and submit lesson plans, worksheets, etc. from another source.** Formal lesson plans must use the format provided by the instructor. You will teach a lesson to peers as if they were students. **Lesson plans can be submitted one week prior to their due date to get feedback from the instructor.**

- **Suggested assessment methodologies**

  Students will be expected to read and write at the college level. Assignments will be required weekly, and grading will reflect content as well as clarity of communication. Written assignments will be submitted regularly and must follow the guidelines provided. These assignments will be used as discussion points in class and are expected to be completed on time in order to be prepared for class discussions. Failure to complete these written assignments will impact the final grade. Late assignments and presentations will be accepted at the discretion of the instructor.

  Reflective writing related to the field experience portion of this course is a key piece of assessment for this course. Both a mid-term and final assessment will be required as well as a performance assessment in which you apply what you have learned. **All written material must be typed.**

Please attach a syllabus for this new course. Attached

List the Student Learning Outcomes for this course in the table below. Recommendations for writing SLOs can be found in the *General Information for Academic Affairs Proposals* document that is available on the QCC’s Intranet under Frequently Used Forms (Academic Governance Forms).

| COURSE STUDENT LEARNING OUTCOMES FOR EDU 201: CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL |
| Upon completion of the course, students will be able to: |
1. Identify the unique challenges of educating students for college and career readiness in the global community of the 21st century.

2. Articulate the variety of ways in which children learn and design instruction to meet the needs of all learners.

3. Define different types of classroom management strategies and match the use of a strategy to the behavior.

4. Analyze the use of different discussion and questioning techniques as an integral part of instruction in the elementary school classroom.

5. Describe the Backwards Design Process and demonstrate the ability to plan a lesson using this method.

6. Differentiate between formative and summative assessments, the purpose for each, and design examples of each type of assessment.

7. Generalize the characteristics of an appropriate learning environment and investigate instruction in the core content areas of English language arts, mathematics, science and social studies.

8. Become familiar with the Common Core State Frameworks as well as education-specific vocabulary.

9. Practice the process of creating lesson plans, assessments, rubrics/grading criteria and develop a classroom management plan and classroom routines.

How does the course support general education? Using the chart below, indicate the degree or level of connection between the course and outcome as indicated here.

I – Introductory/Background – There is an indirect relationship between the course and the outcome. The outcome itself is not the focus of the course but at least one element of the course serves as a building block to the achievement of the final outcome. For example, course elements may provide the knowledge, skills or attitudes necessary for the ultimate achievement of the outcome.

M – Intermediate/Transitional - There is more of a direct relationship between the course and the outcome than Introductory. A mixture of course elements supports the final achievement of the outcome, but the final integration of knowledge, skills and attitudes necessary for its achievement is not accomplished in this course. For example, knowledge, skills and/or attitudes (at least 2 of the 3) required for achievement of the outcome may be the focus of the course or course element, but the integration of all three is not.

E – Emphasized – There is a direct relationship between the course and the outcome. At least one element of the course focuses specifically on the complex integration of knowledge, skills and attitudes necessary to perform the outcome.
## CONNECTION OF EDU 201: CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL TO GENERAL EDUCATION STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>I, M, E</th>
<th>Communication Skills: Students will write and speak effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Information Literacy: Students will locate, evaluate and apply reliable and appropriate information.</td>
</tr>
<tr>
<td>E</td>
<td>Quantitative Reasoning: Students will apply the concepts and methods of mathematics to solve problems.</td>
</tr>
<tr>
<td>M</td>
<td>Scientific Reasoning: Students will relate scientific methods of inquiry to the acquisition of knowledge.</td>
</tr>
<tr>
<td>M</td>
<td>Technical Literacy: Students will utilize computer an emerging technologies effectively.</td>
</tr>
<tr>
<td>E</td>
<td>Aesthetics: Students will appreciate the variety of human experiences as expressed through the arts.</td>
</tr>
<tr>
<td>I</td>
<td>Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.</td>
</tr>
<tr>
<td>E</td>
<td>Ethics: Students will develop an awareness of personal obligations and responsibilities in one’s community of influence.</td>
</tr>
<tr>
<td>E</td>
<td>Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.</td>
</tr>
<tr>
<td>I</td>
<td>Civic Literacy: Students will demonstrate awareness of the responsibilities of local, national and international citizenship.</td>
</tr>
</tbody>
</table>

If the course is required in a program or it is an elective in a program, please indicate how the course contributes to the Program Student Learning Outcomes. List the Program Student Learning Outcomes and indicate the degree or level of connection between the course and outcome as I, M, or E. Please delete this table if it is not applicable.

## CONNECTION OF EDU 201: CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL PROGRAM STUDENT LEARNING OUTCOMES FOR GENERAL STUDIES ELEMENTARY EDUCATION

<table>
<thead>
<tr>
<th>I, M, E</th>
<th>Demonstrate mastery of number sense and numeration, patterns and functions, geometry and measurement, and data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Apply the concepts and methods of understanding of human development from conception to adolescence</td>
</tr>
<tr>
<td>E</td>
<td>Apply the concepts and methods of understanding children’s literature</td>
</tr>
<tr>
<td>M</td>
<td>Apply the concepts and methods of teaching and learning at the Elementary level</td>
</tr>
<tr>
<td>E</td>
<td>Achieve awareness of historical, philosophical and pedagogical perspectives in elementary education</td>
</tr>
<tr>
<td>E</td>
<td>Write and speak clearly</td>
</tr>
<tr>
<td>E</td>
<td>Locate, evaluate and apply reliable and appropriate information</td>
</tr>
<tr>
<td>E</td>
<td>Apply the concepts and methods of mathematics to solve problems</td>
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<td>E</td>
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<td>E</td>
<td>Demonstrate knowledge and appreciation of diverse cultures</td>
</tr>
</tbody>
</table>
EDU 201: Curriculum and Instruction in Elementary Education 3 Credits
Instructor: TBD
Email: TBD

Please include EDU 201 and your name in the subject line of all emails.
Course Website: TBD

Course Description: This course provides an overview of curriculum planning and instruction addressing the needs of all learners in an elementary school setting. Topics include classroom management, designing learning environments, assessment systems and communicating with families. State and national standards are integrated into instructional methods in the areas of language arts, social studies, math, science, health and technology. A field experience (pre-practicum) of ten hours beyond classroom time is required. Please note: Students must have a recent CORI/SORI on file to participate in the fieldwork which is required for successful completion of the course.
Prerequisites: EDU 101 F/S

Course Goals and Outcomes:
Students who successful complete this course will be able to:
1. identify the unique challenges of educating students for college and career readiness in the global community of the 21st century.
2. articulate the variety of ways in which students learn and how to design instruction to meet the needs of all learners.
3. define different types of classroom management strategies and match the use of a strategy to the student behavior.
4. analyze the use of different discussion and questioning techniques as an integral part of instruction.
5. describe the Backwards Design Process and demonstrate the ability to plan a lesson using this method.
6. differentiate between formative and summative assessments, the purpose for each, and design examples of each type of assessment.
7. generalize the characteristics of a good learning environment and investigate instruction in the core content areas of English language arts, mathematics, science and social studies.
8. become familiar with the Common Core State Frameworks as well as education-specific vocabulary.
9. practice the process of creating lesson plans, assessments, rubrics/grading criteria and develop a classroom management plan and classroom routines.

General Education Learning Goals:
1. Communication Skills: Students will be able to write and speak effectively.
2. Information Literacy: Students will be able to locate, evaluate, and apply reliable and appropriate information.
3. Technical Literacy: Students will utilize computer and emerging technologies effectively.
4. Multiple Perspectives: Students will demonstrate knowledge and appreciation of diverse cultures.
5. Ethics: Students will develop an awareness of personal obligations and responsibilities in
one’s community of influence.

6. Impact of Technology: Students will reflect on the impact of scientific and technological advances on the individual, society and the environment.

Course Texts and Reading:

Required Texts:


- Massachusetts Curriculum Framework for Mathematics (http://www.doe.mass.edu/candi/commoncore/)

- Responsive Classroom (www.responsiveclassroom.org)

- Assigned articles

Suggested Readings:


Teaching Procedures: Instruction in this course will model several different teaching methods and procedures. Instruction will incorporate lecture, cooperative learning groups, active learning strategies, a variety of visual presentation modes, videos, and discussion of independent reading. **Phones should be silenced and put away during class as attention and focus are necessary to the learning process. Students who do not comply with this policy will be asked to leave class and will receive an unexcused absence.**

Methods of Assessment: Students will be expected to read and write at the college level. Assignments will be required weekly, and grading will reflect content as well as clarity of communication. Written assignments will be submitted regularly and must follow the guidelines provided. These assignments will be used as discussion points in class and are expected to be completed on time in order to be prepared for class discussions. Failure to complete these written assignments will impact the final grade. Late assignments and presentations will be accepted at the discretion of the instructor. Reflective writing related to the field experience portion of this course is a key piece of assessment for this course. Both a mid-term and final assessment will be required as well as a performance assessment in which you apply what you have learned. All written material must be typed.

Grading: Your grade in this class will be based on a variety of requirements, including attendance, mid-term and final assessments, response to outside readings, active participation in class discussions, reflective writing, and other written assignments. This number will then be translated into a percentage grade. *Satisfactory completion of the field experience (pre-practicum) is required for all students to earn credit for this course.*
POINT ASSIGNMENT:

<table>
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<th>Activity</th>
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<td>50</td>
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<tr>
<td>Fieldwork Journal / Reflection</td>
<td>10</td>
</tr>
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</table>

120 points possible

Attendance:

- Group activities are included in class sessions; as such, full participation and attendance are critical for success in this course. **More than two unexcused absences will require the student to retake the course.** Excused absences are those accompanied by a doctor’s note. If there are circumstances that will keep you from attending class, you must contact the instructor by email before the start of class.
- Students are expected to be on time for class. **Four tardies / departures from class of more than thirty minutes are equal to one unexcused absence.**
- If the class is cancelled due to inclement weather, assignments will be due at the next class.

Concerning students with special needs:

Every effort will be made to meet the individual needs and various learning styles of the students in this course. It is most important that you inform your instructor at the beginning of the semester of your particular needs. If you have concerns about this course, please discuss them with me. You may also speak with a counselor regarding a learning disability or other special need at Disability Services, Room 246A. All information is confidential.

Academic Honesty and Plagiarism:

Our purpose in the classroom is to seek the truth; this work requires trust and honesty between teacher and student. If we are not honest about what we know and don’t know, our learning will always be impaired. Because our teaching and learning depends on this honest communication, we expect all students to understand what plagiarism is and why it is unacceptable.

Plagiarism means taking someone else’s ideas or words and presenting them as one’s own. The offense can take many forms including cheating on a test, passing in a paper taken from the Internet or from another student, or failing to properly use and credit sources in an essay. Sometimes the issue is subtle, involving getting too much help on an assignment from someone else. In every instance, plagiarism means cheating both oneself and the owner of the knowledge or source. Since the cheating sabotages a student's learning experience, consequences range from no credit for the assignment to failure for the course and possible expulsion from the college.

Any student considering plagiarism should recognize the consequences and consider alternatives. Students uncertain about what constitutes plagiarism may request help from faculty or appropriate college services.

An openness and willingness to make an effort, combined with a positive attitude toward others, will assist the student to achieve the objectives and goals of the course. The student must be willing to take academic risks and trust others to enhance his/her communication skills.
Lesson Plans/Assessments/Rubrics: There are many lesson ideas available online. The ideas in the lesson plan you submit may come from outside sources but must be adapted for the criteria given to you. You must give credit for sources of ideas for your lessons. You may not simply print and submit lesson plans, worksheets, etc. from another source. Formal lesson plans must use the format provided by the instructor. You will teach a lesson to peers as if they were students. Lesson plans can be submitted one week prior to their due date to get feedback from the instructor.

Fieldwork Journal
As part of the field experience, students are required to take notes while in the classroom and then make entries in a Fieldwork Journal. Following each observation session in a classroom, students are required to write a summary reflecting on, and reacting to, what they have observed in the classroom that day. You should record your thoughts, concerns, fears, joys, disappointments, or anything that relates to your experience. These summaries must be typed and passed in with your log sheet along with any hand-written notes that were taken during the observation.

Field Experience Requirements:

The full 10 hours of fieldwork must be completed before credit can be issued for this course. Students may find their own school in which to observe or coordinate with QCC’s supervisor and / or the professor.

1. A C.O.R.I (Criminal Offender Record Information) must be on file before students begin their fieldwork and another will be required by the cooperating school. You should contact a school as soon as possible for your fieldwork as C.O.R.I. checks can take anywhere from two to four weeks to complete.

2. Students are responsible for keeping track of their fieldwork and getting required signatures on their time sheet. The time sheet must be submitted, with signatures of cooperating teachers, to the instructor as part of your portfolio.

3. Reflective writing, in the form of a journal entry, following each session of the field experience must be included in your portfolio.

You are expected to dress and behave appropriately at all times. If you are unable to attend a scheduled observation, you are to contact the school and the person who set up the observation to let them know. Remember, schools and teachers are doing you a favor by allowing you to visit; be sure to show your appreciation and be respectful.

*Please note: Satisfactory completion of the fieldwork pre-practicum is required for all students earning credit for this course.
Course Outline for Curriculum and Instruction in Elementary Education

Session 1  Welcome, Introductions, Field Experience and C.O.R.I Requirements
Syllabus and Course Requirements
The Classroom of the 21st Century
- the impact and purpose of federal legislation, new teacher requirements for
  attaining and retaining licensure, the adoption of the Common Core Framework.
- Challenges facing students today (ELL/ESL, learning disabilities, low economic
  status, changes in society)
- Technology in the classroom

Assignments for Session 2:  Chapter 2, Course Text. Complete Advance Organizer
questions 1-9 on page 26.

Session 2  How children learn
- overview of Piaget’s Stages of Development, Gardner’s Multiple Intelligences,
  and strategies for using these theories in the classroom, including the use of
  centers.
- social factors that influence achievement (family, race, gender, social class,
  bullying)
- analyze the impact of motivation and teacher expectation on student
  achievement

Assignment for Session 3:  Chapter 3, course text. Complete Advance
Organizer questions 1 – 12.

Session 3  Classroom Management
- discriminate among the different behavior management strategies including
  those that range from desisting to winning on the attention continuum
- analyze a variety of positive behavior plans and their use in the classroom
- role play situations and read case studies that would necessitate teacher
  redirection to regain focus on learning

Classroom Environment
- the impact of the social/emotional environment of the classroom on learning
  (Responsive Classroom, Morning Meeting)
- daily schedule
- routines and physical organization of classroom

Parent Communication
- the impact of parent involvement in the learning process, methods for
  communicating with parents, parent-teacher conferences

Assignments for Session 4:  Chapter 6, course text. Complete Advance Organizer
questions 1-9. Download and preview Common Core Frameworks. Bring questions about
their format, structure, and / or purpose to class.
Session 4
Common Core Standards (become familiar with format, continuum of standards)  
Backwards Design Method for planning instruction  
Thematic Units – developing units around “big ideas” and essential questions  
Review assignment for lesson plans to be developed and implemented.

Assignment for Session 5: Chapter 7, course text. Complete Advance Organizer questions 1-9 and 12-13.

Session 5  
Assessment in the Classroom  
- Formative Assessment (assessment FOR learning)  
- Summative Assessment (assessment OF learning)  
- Developing a good assessment  
- Data gathering and analysis  
- Performance assessments  
- Feedback

Assignment for Session 6: Choose and submit standards from the Common Core Frameworks for your lesson plans (at least one standard for ELA, social studies and at least one standard for math or science)

Session 6  
Review expectations for performance assessment (ELA/SS lesson and Math/Science lesson.)  
MID-TERM

Assignment for Session 7: Chapter 4, course text. Complete Advance Organizer questions 2, 3, 6, 7, 9 and 10.  
Chapter 5, course text. Complete Advance Organizer questions 1, 2, 3, 10 and 11.

Session 7  
Instruction  
- Clarity: Communicating goals and objectives  
- Direct Instruction, Guided Discussions, Questioning Techniques  
- Active Learning Strategies  
- Inquiry Teaching Strategies  
- Cooperative Learning  
- Differentiation

Assignments for Session 8: Chapter 8, course text. Complete Advance Organizer questions 1, 2, 4, 5, 6, 7.  
Chapter 9, course text. Complete Advance Organizer questions 1-4, 6, and 7.

Session 8  
Teaching English Language Arts
- using non-fiction text
- different types of writing (narrative, persuasive)
- graphic organizers

Teaching Social Studies
- using primary sources in the elementary classroom
- using simulations to “uncover” history

**Assignment for Session 9:** Finalize lesson plan and be prepared to teach to peers.

**Session 9**

Bring in a lesson plan that integrates ELA and social studies. Be prepared to teach the lesson to peers. See assignment sheet for requirements. (use centers differentiated by ability and interest.)

**Assignment for Session 10:** Chapter 10, course text. Complete Advance Organizer questions 1-3, 7, 8, 10, 12 and 14. Chapter 11, course text. Complete Advance Organizer questions 1, 3, 5, and 6.

**Session 10**

Teaching Math
Teaching Science
Project-Based Learning (PBL) / “real world problems”

**Assignment for Session 11:** Finalize lesson plan and be prepared to teach to peers.

**Session 11**

Bring in a lesson plan that focuses on math or science. Be prepared to teach the lesson to peers. See assignment sheet for requirements. (use inquiry method of instruction)

**Assignments for Session 12:** Chapter 12, course text. Complete Advance Organizer questions 1-10.

**Session 12**

Teaching Health and Physical Education in the Elementary Classroom.

**Assignments for Session 13:** Read article on technology in the classroom. (TBD)

**Session 13**

Technology in the Classroom
Make-Up Week / Test Review

**Assignment for Session 14:** Prep for final exam.

**Session 14**

General Overview and Wrap Up
How has this course impacted you as a developing educator?
Review for final exam

**Session 15**

FINAL EXAM
Field Experience Report Assignment (10 points)

Part 1: Your Field Experience Report must be divided into three sections with the following titles:

- Teaching English Language Arts and Social Studies
- Teaching Math and Science
- Classroom Management, Routines, and Culture

The first two sections should each start at the top of a new page and must include the following information:

- **School description:** (1 paragraph) Describe the school in which you completed your observation requirement. Include the name and address of the school, the grade levels included in the building, and the overall feel of the building when you enter as well as the set-up of the individual classroom in which you observed. Some things to look for include: student work that is posted in the halls or in the classroom, a welcome sign in the lobby, friendliness of the staff, desks or tables in the classroom...etc. Do not use the names of teachers in your report. *If all your observations were completed in the same building, you do not need to repeat this information; simply make note of this fact.*

- **Instructional Strategies:** (1 paragraph) What did learning look like in the classroom? How did the teacher engage all students in learning? Refer to class and text notes to ensure that you are using accurate vocabulary to describe what you saw.

- **Assessment:** (1 paragraph) How did the teacher know that students had learned what s/he expected them to? Refer to class and text notes to ensure that you are using accurate vocabulary to describe what you saw.

- **Conclusion:** (1 paragraph) A reflection of your observation including personal feelings that emerge, connections to your own experience, questions you have, and what you learned from this observation.

The third section should start at the top of a new page and must include the following information:

- **Classroom Management:** (2 paragraphs; one for each content area) What strategies did the teacher use to keep students engaged and on task? What did the teacher do to get students’ attention back if needed? Use the correct terminology in your description.

- **Classroom Routines and Culture:** (2 paragraphs) What evidence is there in the room (posters, behaviors...) that tell about the routines the teacher (and students) have established? How do the adult(s) and students behave in a way that demonstrates they have worked to establish a good classroom culture?

- **Conclusion:** Reflect upon how the adult(s) and students interacted in ways that allowed learning to take place. What appeared to be common challenges faced by the teacher in the area of classroom management? What would be your areas of challenge in the area of classroom management?

Part 2: Conclusion. (Two paragraphs) A reflection on your experience as a whole that responds to the following questions: Did your experiences meet your expectations? Did it change any ideas you had about teaching? What do you think was the most important thing(s) you learned from the field experience? How will it shape your future career moves? What other questions to have now?

Your Field Experience Report must be typed. Your notes taken at each observation must be attached to your Field Experience Report as well as the log sheet with the signatures of teachers who you observed.

(cont.)

It is expected that students use vocabulary learned in class when describing their observations within the classroom.

*Tip: Write at least a rough draft after each observation; this will help you to accurately write about your thoughts and experiences and save you time at the end of class.*
Rubric:
10 points possible
- all requirements of each section are completed
- written details demonstrate understanding of course content, including the accurate use of terms and vocabulary.
- reflection demonstrates introspective connections and how observations impacted personal understanding of the teaching profession
- writing clearly communicates thoughts and ideas; grammar/usage errors are minimal and do not interfere with content

*Less than 10 points are earned when assignment does not meet the criteria listed above. Comments / feedback will be given to explain.*

**Complete the FIELD EXPERIENCE RECORD SHEET and FIELDWORK JOURNAL after each observation and turn both in with your final assessment. You cannot receive a grade without this proof of completion of 10 hours of observation.**
EDU 201: Curriculum and Instruction in the Elementary School

FIELD EXPERIENCE RECORD SHEET

Name _______________________________ Semester: ___________

Complete this FIELD EXPERIENCE RECORD SHEET after each observation and turn in at the end of the course. You cannot receive a grade without this proof of completion of 12 hours of observation.

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Grade Level</th>
<th>Teacher Name</th>
<th>Teacher Signature</th>
<th># of hours</th>
</tr>
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TOTAL HOURS
2013-2014
QUINSIGAMOND COMMUNITY COLLEGE

DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

1. Program Name: General Studies Elementary Education Transfer Option

2. Originator: Renee Gould  Date: September 23, 2013

3. Division Dean: Clarence Ates  Date: September 26, 2013

4. Brief Description of the Proposal:
The goal of this proposal is to make the General Studies Elementary Education Transfer Option program more relevant to the field of Elementary Education. In the new design, three Elementary Education classes will be added to the program to make a total of four Education courses (EDU 101 is already in place). General education credits will be scaled back to what will meet the requirements of Mass Transfer. Field experiences in all of the four education courses will offer students an opportunity to experience teaching and learning in the public school system.

5. Effective Date: Fall 2014

6. Recommended by the Humanities & Education Division Date: October 17, 2013

   Comments:

7. AA Leadership Team:  Date: 10/13/13

   Recommended:  Not Recommended: 
   Comments:

8. VP/Academic Affairs:  Date: 10/23/13

   Recommended:  Not Recommended: 
   Comments:

9. Learning Council:  Date: 11/1/13

   Recommended:  Not Recommended: 
   Comments:

10. VP/Academic Affairs:  Date: 11/12/13

   Approved:  Not Approved: 
   Comments:
DEGREE PROGRAM OR CERTIFICATE REVISION PROPOSAL

Program:
General Studies Elementary Education

Division:
School of Humanities and Education

Degree type:
Associates in Arts

Provide a detailed list of the proposed changes to the program.
All changes are designed to align this program with Mass Transfer in a way that will maximize credits for our transferring students.

I. Humanities & Education

• General Studies Elementary Education Transfer Option

  1. Add EDU 102 to semester 3

  2. Recommend to add EDU 200 and 201 to semester 4

  3. EDU 101 is moved from Semester 4 to Semester 2

  4. SPH 101 is moved from Semester 3 to Semester 1

  5. History electives are designated as: HST 115, HST 116, HST 104, HST 105 or HST 106 (US or World History)

  6. Change career electives in semesters 1, 3 and 4 to Liberal Arts electives

  7. Remove Humanities Electives from semesters 1 and 3

  8. Remove Social Science elective from semester 4

Attachments:
Current program grid
Proposed program grid
Submit separate proposals for any new courses or revised courses in the program.

Include.

Provide a rationale for the proposed changes.

The goal of this proposal is to make the General Studies Elementary Education program more relevant to the field of Elementary Education. As of now, there is only one EDU course offered (EDU 101, Teaching and Learning in the Elementary School). The rest of the credits are all from General Education; however, Mass Transfer only requires 34 Gen Ed credits. (Mass Transfer is the best way for community college students to transfer to linked programs in the four year schools. Students who meet the requirements receive the full transfer of credit, guaranteed admission and a tuition discount based on the final GPA. It is important that our students have the opportunity to meet this standard.) In the new design, three additional EDU courses will be offered. By adding education classes, students will have many more credits that will successfully transfer and will be applied toward their Bachelor Degrees. Another stumbling block has been the Career Electives. These are designed to be courses that will be applied toward the student’s second major after transfer (Education students are required to have two majors at the four year schools—one would be Education and the other would be from Liberal Arts, i.e. Psychology, Sociology, English, Math, Science, etc.) In the current design of the program, the Career Electives tend to be any courses taken at QCC that do not fit into the student’s degree audit. These courses fulfill a graduation requirement from QCC but do not usually transfer as a meaningful part of the student’s program at the four year school. In the new design, these electives have been renamed “Liberal Arts Electives” and will be specifically chosen from the student’s intended second major.

Do any of the proposed changes affect the program goals, the program student learning outcomes, or the course mapping of the General Education Learning Outcomes? If so please provide the revisions.

No. If anything, these changes enhance those outcomes.

Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.

Department(s) Affected: Humanities and Social Science. Two electives from Humanities have been dropped and one elective from Social Science has been dropped.

I met with the Coordinator of Humanities and also the Social Science faculty. All were in support of these changes.

Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.

The Transfer Coordinator has worked closely on these changes. He has communicated with Worcester State, Framingham State and Fitchburg State about these changes since these are the four year schools that primarily receive our transferring students. The changes were well received.

For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?

No—the requirements of Mass Transfer are fully met.

If yes please provide a rationale.

Will any of the following be required:

- Additional staff **Yes**
- Additional space **Yes**
- Additional equipment **No**

Provide a rationale for any needs indicated and include approximate cost of equipment.

Two of the courses—Foundations of Reading and Curriculum and Instruction in the Elementary School will require the hiring of two adjunct faculty to teach them. These courses require the expertise of someone who is currently teaching in an Elementary School. There is no one in our department who would have the knowledge and experience needed to teach these two courses.

The third course, Integrating Theory and Practice: The Elementary School Learner will be taught...
by current QCC faculty.
The three new courses will be offered fall and spring, beginning in fall of 2014. One new course will be added each semester until all three are up and running. Additional classrooms will be needed to house these courses. Ideally, they will be offered in the evening from 6-8:50 or in the 4-6:50 slot. The timing will depend upon who is teaching the courses. These adjuncts are working full time in the public schools.

**GENERAL STUDIES – ELEMENTARY EDUCATION TRANSFER OPTION - Associate in Arts (Program Code: GSEE) CURRENT**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course #</th>
<th>Offered</th>
<th>Plan to Take</th>
<th>Grade</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
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<tr>
<td>English Composition &amp; Literature I</td>
<td>ENG 101</td>
<td>F/S/SU</td>
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<td></td>
<td>3</td>
<td>ENG 100 or approp place score</td>
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<tr>
<td>Mathematics for Educators</td>
<td>MAT 111</td>
<td>F/S/SU</td>
<td></td>
<td></td>
<td>3</td>
<td>MAT 099 or approp place score  Coreq-ENG 100 or approp place score</td>
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<tr>
<td>Introduction to Psychology</td>
<td>PSY 101</td>
<td>F/S/SU</td>
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<td>3</td>
<td>Coreq-ENG 100 or approp place score</td>
</tr>
<tr>
<td>Career Elective*</td>
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<td>F/S/SU</td>
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<td>3</td>
<td>ENG 100 or approp place score</td>
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<tr>
<td>Humanities Elective***</td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>English Composition &amp; Literature II</td>
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<td>ENG 101</td>
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<td>Mathematics for Educators II</td>
<td>MAT 112</td>
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<td>MAT 111</td>
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<td>Human Development I: Conception to Adolescence</td>
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<td>F/S/SU</td>
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<td>PSY 101</td>
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<td>F/S/SU</td>
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<tr>
<td>History Elective*</td>
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<td><strong>Semester 3</strong></td>
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<tr>
<td>Integrated Science: Earth and Space</td>
<td>SCI 105</td>
<td>F/S/SU</td>
<td></td>
<td></td>
<td>4</td>
<td>ENG 100 or approp place score, MAT 095, Pre/Coreq ENG 101</td>
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<tr>
<td>Speech Communication Skills</td>
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<td>ENG 102</td>
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<tr>
<td>Children's Literature</td>
<td>ENG 200</td>
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<td><strong>Semester 4</strong></td>
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<tr>
<td>Elementary Education: Teaching and Learning</td>
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<td>F/S</td>
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<td>ENG 101 or approp place score, CORI Check, ENG 100 or approp place score, MAT 095</td>
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<tr>
<td>Integrated Science: The Living World</td>
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<td>Social Science Elective****</td>
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Program Notes:

*Students are advised to consult the requirements of the college to which student plans to transfer. Graduates of the Elementary Education Option are required to have an academic major in the Liberal Arts. Since the requirements of each major at each institution will vary, students need to intentionally select the student’s electives to maximize student transfer of credits.

*History Elective must be selected from the following: HST104, HST105, HST106, HST115, HST116.

**Humanities course designations include: ART, ENG, FRG, GER, HUM, MUS, PHI, SPH, SPN

***Humanities Elective must be selected from the following: ENG231, ENG232, ENG241, ENG242, ENG251, ENG252

****Social Science Elective must be selected from the following: ECO215, ECO216, GEO216, FSC201, FSC212, FSC221
# GENERAL STUDIES – ELEMENTARY EDUCATION TRANSFER OPTION - Associate in Arts (Program Code: GSEE) PROPOSED

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Title</th>
<th>Course #</th>
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<th>Credits</th>
<th>Prerequisites</th>
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<td></td>
<td>English Composition &amp; Literature I</td>
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<td>Liberal Arts Elective*</td>
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<td>ENG 100 or approp place score</td>
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<th>Prerequisites</th>
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<td>History Elective**</td>
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<td>ENG 100 or approp place score</td>
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<th>Prerequisites</th>
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<tr>
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<td>F/S/SU</td>
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<td>ENG 100 or approp place score, MAT 096</td>
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<td>ENG 100 or approp place score</td>
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<tr>
<td></td>
<td>Children’s Literature</td>
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<td>ENG 102</td>
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<td>Integrating Theory and Practice: The Elementary School Learner</td>
<td>EDU 102</td>
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<tr>
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<td>Foundations of Reading</td>
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<td>3</td>
<td>EDU 101</td>
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<tr>
<td></td>
<td>Integrated Science: The Living World</td>
<td>SCI 106</td>
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<tr>
<td></td>
<td>Humanities Elective***</td>
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<td></td>
<td></td>
<td></td>
<td>3</td>
<td>ENG 100 or approp place score</td>
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<td>Curriculum and Instruction in the Elementary School</td>
<td>EDU 201</td>
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<td>3</td>
<td>EDU 101</td>
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</tbody>
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| Total credits required | 62 |

**Program Notes:**

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***Humanities course designations include: ART, ENG, FRC, GER, HUM, MUS, PHI, SPH, SPN

A CORI/SORI report is required of all students taking EDU classes.

It is highly recommended that students take the CLST portion of the Massachusetts Test for Educator Licensure (MTEL) after completing ENG 102.