



Academic Affairs
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MEMORANDUM

TO: Academic Affairs Committee

FROM: Pat Toney
Vice President of Academic Affairs

DATE: March 1, 2010

RE: Academic Affairs Committee Meeting

The Academic Affairs Committee will meet as scheduled on Tuesday, March 9, 2010 at 2 p.m. in the Room 107A.

The agenda is as follows:

1. Curriculum to be considered at this time:

Humanities

ESL 133, ESL 132, ESL 231 – Change course numbers and titles

Human Service & Science

ECE 101 – Title Change

ECE 102 – Course Description Change

ECE 251 – Title and Course Description Change

ECE 252 – Title Change

SCI 135 – Prerequisite Change

Business & Technology

Point of Information – Business Administration Fast Track Sequence Changes

Electronic forms are attached and documentation will be placed in member mailboxes.

2. Policy Review - Discipline in the classroom (see attached link)

<http://www.qcc.mass.edu/PresidentsOffice/POLICIES/ADOBE%20POLICIES/version%20in%20adobe/version%20in%20adobe/Classroom%20Discipline,%20Suggestions%20for%20Management%20of.pdf>

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: ESL 133 English as a Second Language: Speaking I
ESL 132 English as a Second Language: Intermediate Listening/Speaking
ESL 231 English as a Second Language: Advanced Listening/Speaking

2. Originator: Anne Shull **Date:** February 9, 2010

3. Academic Unit Dean: Nicole Currier **Date:** February 9, 2010

Recommendation: Change course numbers and titles to:

ESL 133 English as a Second Language: Listening/Speaking I
ESL 134 English as a Second Language: Listening/Speaking II
ESL 135 English as a Second Language: Listening/Speaking III

Rationale: These changes will more clearly show the sequence of courses, eliminate confusion regarding levels, and make the course numbers and titles consistent with those of our other ESL courses.

4. Recommended: _____ **Not Recommended:** _____

Academic Affairs Staff: _____ **Date:** _____

Comments:

5. Recommended: _____ **Not Recommended:** _____

VP/Academic Affairs: _____ **Date:** _____

Comments:

6. Recommended: _____ **Not Recommended:** _____

Academic Affairs Committee _____ **Date:** _____

Comments:

7. Approved: _____ **Not Approved:** _____

VP/Academic Affairs: _____ **Date:** _____

Comments:

Course Description for Catalog

CURRENT

ESL 133 English as a Second Language: Speaking I 3 credits

This course focuses on the speaking and pronunciation skills that are necessary in an academic setting. Students practice speaking by responding to open-ended questions in response to class readings or discussions on a topic. Students prepare and give brief presentations in class using academic vocabulary. The minimal passing grade for ESL courses is a "C".

Prerequisites: Non-native speaker of English and High school diploma or GED and appropriate placement score. F/S

ESL 132 English as a Second Language: Intermediate Listening/Speaking 3 credits

Non-native speakers of English learn basic and intermediate spoken English skills necessary for social and academic interaction. This course explores American language customs, practical grammar, and correct pronunciation, including elements of intonation, stress, and rhythm.

Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 133 passed with a grade of "C" or higher or appropriate placement score. F/S

ESL 231 English as a Second Language: Advanced Listening/Speaking 3 credits

This course helps non-native speakers of English develop the oral language fluency necessary for social and academic interaction. Students gain advanced skills to understand spoken English and to increase their facility in spoken English. The course focuses on assisting students to acquire a larger vocabulary in order to participate more easily in social and academic situations.

Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 132 passed with a grade of "C" or higher or appropriate placement score.

PROPOSED

ESL 133 English as a Second Language: Listening/Speaking I 3 credits

This course focuses on the speaking and pronunciation skills that are necessary in an academic setting. Students practice speaking by responding to open-ended questions in response to class readings or discussions on a topic. Students prepare and give brief presentations in class using academic vocabulary. The minimal passing grade for ESL courses is a "C".

Prerequisites: Non-native speaker of English and High school diploma or GED and appropriate placement score. F/S

ESL 134 English as a Second Language: Listening/Speaking II 3 credits

Non-native speakers of English learn basic and intermediate spoken English skills necessary for social and academic interaction. This course explores American language customs, practical grammar, and correct pronunciation, including elements of intonation, stress, and rhythm.

Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 133 passed with a grade of "C" or higher or appropriate placement score. F/S

ESL 135 English as a Second Language: Listening/Speaking III 3 credits

This course helps non-native speakers of English develop the oral language fluency necessary for social and academic interaction. Students gain advanced skills to understand spoken English and to increase their facility in spoken English. The course focuses on assisting students to acquire a larger vocabulary in order to participate more easily in social and academic situations.

Prerequisites: Non-native speaker of English; High school diploma or GED; and ESL 134 passed with a grade of "C" or higher or appropriate placement score. F/S

CURRENT

ENGLISH AS A SECOND LANGUAGE – Curriculum

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						All courses in Cluster A
English as a Second Language: Writing I*	ESL 103	F/S			3	Must be a non-native speaker of English; have a High School diploma or GED and appropriate placement score.
English as a Second Language: Reading I*	ESL 113	F/S			3	
English as a Second Language: Note-taking I*	ESL 143	F/S			3	
English as a Second Language: Speaking I*	ESL 133	F/S			3	
Cluster B						
English as a Second Language: Writing II	ESL 104	F/S			3	ESL 103 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Reading II	ESL 114	F/S			3	ESL 113 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Note-taking II	ESL 144	F/S			3	ESL 143 passed with a "C" or higher or appropriate placement scores*
Introduction to Microcomputer Applications or Introduction to Computer Applications in Telecommunications	CIS 111 CIS 115	F/S/SU			3	
Cluster C						
English as a Second Language: Writing III	ESL 105	F/S			3	ESL 104 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Reading III	ESL 115	F/S			3	ESL 114 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Note-taking III	ESL 145	F/S			3	ESL 144 passed with a "C" or higher or appropriate placement scores*
Strategies for College and Career	ORT 110	F/S/SU			3	
Total credits required					36	

English as a Second Language:
This is a three-level academic English as a Second Language curriculum that will prepare student's for other courses in the student's degree. There are three levels of ESL Reading, ESL Writing, ESL Speaking, and ESL Note-taking courses. In addition, ESL students may choose to take the "Introduction to Microcomputer Applications" course at the second level of study. At the third level, all ESL students who are in a degree program should take the "Strategies for College and Career" course.

The Next Step:
Enter the workforce or continue your education.

Program Coordinator:
Kathleen Lewando 508-854-2778

klewando@gcc.mass.edu

Program Footnotes:
*Must be a non-native speaker of English; have a high school diploma or GED and appropriate placement score.

PROPOSED

ENGLISH AS A SECOND LANGUAGE – Curriculum

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						All courses in Cluster A
English as a Second Language: Writing I*	ESL 103	F/S			3	Must be a non-native speaker of English; have a High School diploma or GED and appropriate placement score.
English as a Second Language: Reading I*	ESL 113	F/S			3	
English as a Second Language: Note-taking I*	ESL 143	F/S			3	
English as a Second Language: Listening/Speaking I*	ESL 133	F/S			3	
Cluster B						
English as a Second Language: Writing II	ESL 104	F/S			3	ESL 103 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Reading II	ESL 114	F/S			3	ESL 113 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Note-taking II	ESL 144	F/S			3	ESL 143 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Listening/Speaking II	ESL 134				3	ESL 133 passed with a "C" or higher or appropriate placement scores*
Cluster C						
English as a Second Language: Writing III	ESL 105	F/S			3	ESL 104 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Reading III	ESL 115	F/S			3	ESL 114 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Note-taking III	ESL 145	F/S			3	ESL 144 passed with a "C" or higher or appropriate placement scores*
English as a Second Language: Listening/Speaking III	ESL 135					ESL 134 passed with a "C" or higher or appropriate placement scores*
Total credits required					36	

English as a Second Language:
 This is a three-level academic English as a Second Language curriculum that will prepare student's for other courses in the student's degree. There are three levels of ESL Reading, ESL Writing, ESL Speaking, and ESL Note-taking courses. In addition, ESL students may choose to take the "Introduction to Microcomputer Applications" course at the second level of study. At the third level, all ESL students who are in a degree program should take the "Strategies for College and Career" course.

The Next Step:
 Enter the workforce or continue your education.

Program Coordinator:
 Kathleen Lewando 508-854-2778

klewando@gcc.mass.edu

Program Footnotes:
 *Must be a non-native speaker of English; have a high school diploma or GED and appropriate placement score.

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: ECE 101 Orientation to Early Childhood

2. Originator: Charlene Mara

Date: 2/18/2010

3. Academic Unit Dean: Nancy Schoenfeld

Date: 2/18/2010

Recommendation: The Human Services & Science Division recommends approval of the title and course description change to ECE 101 from Orientation to Early Childhood to Introduction to Early Childhood Education at the 2/18/10 Division meeting, effective Fall 2010.

Rationale: The State Early Childhood Transfer Compact recommends that all introductory courses contain "Introduction" in the title. Language in course description revised to meet Department of Early Education and Care Standards.

4. Recommended: _____ Not Recommended: _____

Academic Affairs Staff: _____ Date: _____

Comments:

5. Recommended: _____ Not Recommended: _____

VP/Academic Affairs: _____ Date: _____

Comments:

6. Recommended: _____ Not Recommended: _____

Academic Affairs Committee _____ Date: _____

Comments:

7. Approved: _____ Not Approved: _____

VP/Academic Affairs: _____ Date: _____

Comments:

Quinsigamond Community College

Request For A New Course Or Course Revision

Course Discipline Early Childhood Education Division Human Services and Science

Date February 9 ,2010

Course Title: Orientation to Early Childhood Education

Course Number ECE 101

Lecture Hours 45 Credits 3 Clinic Hrs 0 Lab Hrs 0

Prerequisite : ENG 100 or higher Corequisite: none

Application As Elective? no

Course Effective Term: Fall Year 2010

1) Does This Course Replace Another Course? Yes _____ No X

Which Course?

If Revision, Rationale For Revision Should Be Given Here:

The State Early Childhood Transfer Compact recommends that all introductory courses contain "Introduction" in the title. Language in course description revised to meet Department of Early Education and Care Standards.

2) Is Course Content Similar To Other Courses Now Offered? x Yes _____ No

If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

3) For Whom Is This Course Designed? All Early childhood Education majors for both the certificates and the degree programs

4) Required Course? X Yes _____ No

Required For: Early Childhood Education AA Degree and certificate programs

5) Expected Enrollment Per Term 60 Per Year 120

6) Additional Staff? _____ Yes x No Number Of Additional Staff _____

7) Additional Space? _____ Yes x No Amount Of Additional Space _____

8) Additional Equipment? _____ Yes x No

Additional Cost \$ 0

9) Additional LRC Materials? _____ Yes x No Estimated Cost \$ _____

Signature: _____ (Library Services Director)

Text And Related Materials Who Am I In the lives of Children? Author: Stephanie Feeney
State Regulations for Child Care
Massachusetts Early Childhood Program Standards (blue)and Guidelines for Preschool Learning Experiences (green)

Attach Course Description And Outline To This Page

Current:

ECE 101 Orientation to Early Childhood Education - 3 credits

This course is an introduction to early childhood education. Students study the history and contributing theories of the field and the basic aspects important to quality programs for young children, from birth to six years of age. Course content includes the types of programs available; qualifications for teachers and staff; state regulations monitoring programs, Department of Early Education and Care Guidance Policy, the Massachusetts Early Childhood Standards; career opportunities; special education considerations, and current issues in early childhood education. During a ten-hour field experience students make observations in the Quinsigamond Children's School and focus on guidance practices; children's play; integrated curriculum practices; transitions and routines; and appropriate methods for addressing special needs of young children. Students conduct interviews with practicing early childhood education professionals.

Prerequisite: ENG 100. F/S/SU

Proposed:

(Revisions in bold Print)

ECE 101 Introduction to Early Childhood Education - 3 credits

This course is an introduction to early childhood education. Students study the history and contributing theories of the field and the basic aspects important to quality programs for young children, from birth to fourteen years of age. Course content includes **studies of child development, the** types of programs available; qualifications for teachers and staff; state regulations monitoring programs, **state** Guidance Policy, the Massachusetts Early Childhood Standards; career opportunities; special education considerations, and current issues in early childhood education. During a ten-hour field experience students make observations in the Quinsigamond Children's School and focus on guidance practices; children's play; integrated curriculum practices; transitions and routines; and appropriate methods for addressing special needs of young children.

Prerequisite: ENG 100. F/S/SU

Current
EARLY CHILDHOOD EDUCATION - Associate in Arts - Career Option

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Growth & Development of the Young Child	ECE 102				3	ENG 100 or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 100 or approp place score
Mathematics Elective*	---				3	
Science Elective**	---				3/4	
Cluster B						
Orientation to Early Childhood Education	ECE 101				3	ENG 100 or approp place score
Family Issues & Dynamics	ECE 112				3	ENG 100 or approp place score
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Social Science Elective	---				3	
Science Elective**	---				3/4	
Cluster C						
Curriculum for Young Children I ^{1,2,5,6}	ECE 231	F			3	ECE 101, ECE 102, ENG 101, ECE 112 Coreq-ECE 251, ECE 253
Theory of Early Childhood Education I ^{3,5}	ECE 251	F			3	ENG 101, ECE 101, ECE 102, ECE 112 Coreq-ECE 231, ECE 253
Supervised Student Participation I ^{1,3,5}	ECE 253	F			4	ECE 101, ECE 102, ECE 112, ENG 101 Coreq-ECE 231, ECE 251
History Elective	---				3	
Liberal Arts Elective	---				3	
Cluster D						
Curriculum for Young Children II ^{1,2,5,6}	ECE 232	S			3	ECE 231, ECE 251, ECE 253, ENG 101 Coreq-ECE 252, ECE 254
Theory of Early Childhood Education II ³	ECE 252	S			3	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 254
Supervised Student Participation II ^{1,3,6}	ECE 254	S			4	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 252
ECE Elective	---				3	
Liberal Arts Electives	---				6	
Total credits required					65-67	

The Degree:
Associate in Arts

The Program:
Early Childhood Education

The Next Step:
Prepares student to enter into responsible positions in the field of Early Education and Care. Employment in the field or transfer to a four-year program.

Program Coordinator:
Charlene Mara (508) 854-4447
cmara@gcc.mass.edu

Program Footnotes:

- Lead Teacher Qualified (DEEC) Department of Early Education and Care.
- All ECE courses must be completed with a grade of "C" or higher to qualify for this degree. Students may not repeat any ECE course more than twice

*MAT 121 or MAT 111 is recommended
**Students transferring to a four-year college should take a Laboratory Science for 4 credits.

Note: A CORI/SORI/DSS report may be required of all students taking ECE classes and is mandatory for all students accepted into the program. Please see CORI/SORI in the program introduction.

Technical Performance Standards:
Prior to application please review the Technical Performance Standards requirements on pages 165 - 167.

Proposed
EARLY CHILDHOOD EDUCATION - Associate in Arts - Career Option

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Cluster A						
Growth & Development of the Young Child	ECE 102				3	ENG 100 or approp place score
English Composition & Literature I	ENG 101	F/S/SU			3	ENG 100
Introduction to Psychology	PSY 101	F/S/SU			3	ENG 100 or approp place score
Mathematics Elective*	---				3	
Science Elective**	---				3/4	
Cluster B						
Introduction to Early Childhood Education	ECE 101				3	ENG 100 or approp place score
Family Issues & Dynamics	ECE 112				3	ENG 100 or approp place score
English Composition & Literature II	ENG 102	F/S/SU			3	ENG 101
Social Science Elective	---				3	
Science Elective**	---				3/4	
Cluster C						
Curriculum for Young Children I ^{1,2,5,6}	ECE 231	F			3	ECE 101, ECE 102, ENG 101, ECE 112 Coreq-ECE 251, ECE 253
Integrating Theory and Practice I: Guidance of Young Children ^{3,5}	ECE 251	F			3	ENG 101, ECE 101, ECE 102, ECE 112 Coreq-ECE 231, ECE 253
Supervised Student Participation I ^{1,3,5}	ECE 253	F			4	ECE 101, ECE 102, ECE 112, ENG 101 Coreq-ECE 231, ECE 251
History Elective	---				3	
Liberal Arts Elective	---				3	
Cluster D						
Curriculum for Young Children II ^{1,2,5,6}	ECE 232	S			3	ECE 231, ECE 251, ECE 253, ENG 101 Coreq-ECE 252, ECE 254
Integrating Theory and Practice II: Observing, Recording and Authentic Assessment ³	ECE 252	S			3	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 254
Supervised Student Participation II ^{1,3,6}	ECE 254	S			4	ECE 231, ECE 251, ECE 253 Coreq-ECE 232, ECE 252
ECE Elective	---				3	
Liberal Arts Electives	---				6	
Total credits required					65-67	

The Degree:
Associate in Arts

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Early Childhood Education

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Prepares student to enter into responsible positions in the field of Early Education and Care. Employment in the field or transfer to a four-year program.

Program Coordinator:
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*MAT 121 or MAT 111 is recommended
**Students transferring to a four-year college should take a Laboratory Science for 4 credits.

Note: A CORI/SORI/DSS report may be required of all students taking ECE classes and is mandatory for all students accepted into the program. Please see CORI/SORI in the program introduction.

Technical Performance Standards:
Prior to application please review the Technical Performance Standards requirements on pages 165 - 167.

ECE 101 Introduction to Early Childhood Education Course Outline
Course Outline

Week 1:

Introduction

Many Tasks of Teachers

Working with Children

Working with Families

Being Part of a Team

Implementing Standards and Assessment

What Makes a Good Early Childhood Teacher?

Personal Characteristics, Temperament, Use of Theory, Personal Values and Morality, Attitudes toward Diversity, Self

Knowledge and the Ability to Reflect

NAEYC Standards for Programs

Education Required to Work with Children

Professional Values and Ethics

Reading Assignment:

Chapter 1 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter

encouraged you to think about.

Week 2:

The Early Childhood Field as it Exists in the United States

Programs for Young Children

Center Based Programs

Head Start

Programs for Children with Disabilities

State Funded Prekindergarten Programs

Issues in Child Care

Trilemma of Child Care

1. The need for quality programs to support children's development
2. Adequate compensation for staff
3. Affordability of care for families

Programs for children 5-8

Role of the Government

Early Learning Standards

Accountability in Early Childhood Education

Reading Assignment:

Chapter 2 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter

encouraged you to think about.

Read one article in *Young Children* and review it using the guidelines provided.

Due next week on _____

Week 3:

History and Educational Models

The Origins of Early Childhood Education

Plato's Beliefs about Children

Children in the Middle Ages (500-1450)

Children in the Renaissance and the Reformation (1300-1600)

John Amos Comenius

The Age of Enlightenment (1700s)

John Locke

Jean Jacques Rousseau

Children in the 1800s

Johann Pestalozzi

Robert Owen

Educational Movement that Shaped Early Childhood Education

Froebel and Kindergarten

Reading Assignment:

Chapter 3 in *Who Am I in the Lives of Children*, pages 57-70

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 4:

The Nursery School:

Margaret and Rachel McMillan

Early Nursery Schools in the United States

Carol Pratt

Patty Smith Hill

Abigail Eliot

Progressive Education

John Dewey

Long Term Impact of Progressive Education

Contemporary Examples

High Scope

Lucy Sprague Mitchell

Three European Approaches

Waldorf Education

Montessori

Reggio Emilia

Reading Assignment:

Chapter 3 in *Who Am I in the Lives of Children*, pages 70-89

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 5:

Authentic Assessment

Observation, recording, Interpreting

Running Records

Anecdotal Records

Interpreting Narrative Observations Records

Structured Observation Records

Time Sample, Event Sample, Checklists and Rating Scales

Portfolios

Observation Systems

High/Scope, Work Sampling System,

Creative Curriculum, Ages and Stages

Standardized Assessment

Confidentiality

Reading Assignment:

Chapter 4 in *Who Am I in the Lives of Children*, pages 70-89

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Read on article in *Young Children* and review it according to the guidelines provided. Due next week on _____

Week 6:

Principles of Child Development

The Child Develops as a Whole

Development Follows Predictable Patterns

Rates of Development Vary

Development is Influenced by Maturation and Experience

Development Proceeds from the Top Down and from the Center Out

Inherited Characteristics

Temperament

Impact of the Environment

Nurturing Relationships
Importance of Early Experiences
Theories of Development
Arnold Gesell and Maturation Theory
Jean Piaget and the Constructivist Theory of Development

Midterm Exam

Reading Assignment:

Chapter 5 in *Who Am I in the Lives of Children*, pages 131-150

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 7:

Developmental Theory Continued
Laurence Kohlberg's Theory of Moral Development
Lev Vygotsky and Sociocultural Theory (cognitive development)
Urie Bronfenbrenner and Ecological Theory
Howard Gardner and Multiple Intelligence Theory
Erik Erikson and Psychosocial Theory
Abraham Maslow and Theory of Self-Actualization
Domains of Development: Physical, Cognitive, Social and Emotional
Understanding:

Infants, Toddlers, Preschool/Kindergartners, School Age Children

Reading Assignment:

Chapter 5 in *Who Am I in the Lives of Children*, pages 150-169

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 8:

Relationships: The Foundation for Child Guidance
What is Guidance?
Trust and Guidance
Guidance is Not Punishment
Positive Guidance
Goals of Guidance: Building Inner Controls
Positive Sense of Self
Developing Critical Thinking and Reasoning Skills
Developing Skills for Living in a Community

Relationships are Built Through Communication

Active Listening and the "I" Message

Encouragement Instead of Praise
Reflective and Responsive Statements (R&R)
Cultural Differences in Communication
Behaviors that Create Barriers
Dealing With Conflict
Teaching Peaceful Conflict resolution
Redirecting Instead of Distraction
Anticipating and Preventing Problems
The Problem with Time Out

Reading Assignment:

Chapter 6 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____, week ten of our class sessions. Read the guidelines for your Guidance Paper and begin observations for that paper. This is Due in two weeks on _____

Write out and then answer three questions the chapter encouraged you to think about.

Week 9:

Health, Safety and Well-Being
Creating a Safe Place for Children
Outdoor Environments
Indoor Environments

Toys and Material Safety
Supervision for Safety
Helping Children Learn to Be Safe
Creating Healthy Places for Young Children
Cleaning and Sanitizing
Safe Food Preparation and Storage
Helping Children Learn to Be Healthy

Reading Assignment:

Chapter 7 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 10:

The Learning Environment
Principles of Arranging Space
 Arrange for Safety and Health
 Organize the Environment in Areas
 Place Areas with Special Requirements First
Pay Attention to Organization and Aesthetics
Use the Dimensions of the Teaching and Learning Environment
 (Jones & Prescott, 1984)

Design For: Comfort, Routines, Flexibility, Movement
Developing a Daily Schedule

Reading Assignment:

Chapter 8 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 11:

Understanding Play
What is Play?
Stages of Social Play Mildred Parten
Piaget and Smilansky: Cognitive Stages of Play
Dramatic and Sociodramatic Play
Play in Connection to Erikson's Stages of Development
Culture, Social Class and Play
Gender and Play
Play Supports All Aspects of Development
Play and Physical Development
Play and Emotional Development
Play and Social Development
Play and Cognitive Development
Play and Integrating the Development of the Whole Child
The Adult's Role in Facilitating Play

Reading Assignment:

Chapter 9 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment

Play Paper: Review the guidelines for this major paper, observe and turn in the paper during our thirteenth week on _____

Week 12:

The Curriculum
What is Curriculum?
Where Does Curriculum Come From?
Physical Development and Curriculum
Creative Arts Curriculum
The Communication Curriculum
Math and Science Curriculum
Social Studies Curriculum

Reading Assignment:

Chapters 10 and 11 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer six questions the chapters encouraged you to think about. (3 for each chapter)

Week 13:

Inclusion of Children with Disabilities

Identification of Children with Disabilities

Implementing Inclusion Program Modifications

Characteristics and Strategies for Working with Children with Disabilities

Working with Families of Children with Disabilities

Reading Assignment:

Chapter 12 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 14:

Working with Families

Values and Attitudes Regarding Families

Supporting Diverse Families

Culture Influences Child Rearing

Communication Skills Needed

Ethical and Legal Responsibilities

Helping Families for Feel Welcome at School

Sharing Information with Families

Involving Families in the Program

Chapter 13 in *Who Am I in the Lives of Children*

Written work to accompany the reading assignment to be handed in on _____

Write out and then answer five questions the chapter encouraged you to think about.

Week 15:

Becoming an Early childhood Professional

Make a Commitment to Children

Develop a Philosophy

Know about Best Practices

Understand and Use the Code of Ethical Conduct

Make a Commitment to Yourself

Plan Your Career

Behave Like a True Professional

Continue to Learn and Grow

Join a Professional Organization

Stand Firm in What I Right Fro Children

Final Exam:

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: ECE 102 Growth & Development of the Young Child

2. Originator: Charlene Mara Date: 2/18/2010

3. Academic Unit Dean: Nancy Schoenfeld Date: 2/18/2010

Recommendation: The Human Services & Science Division recommends approval of the course description change to ECE 102 Growth & Development of the Young Child at the 2/18/10 Division meeting, effective Fall 2010

Rationale: Course description revised to include birth through 14 years of age as required by the Department of Early Education and Care. Course content covers this age range and a change is needed to reflect this in the course description.

4. Recommended: _____ Not Recommended: _____

Academic Affairs Staff: _____ Date: _____

Comments:

5. Recommended: _____ Not Recommended: _____

VP/Academic Affairs: _____ Date: _____

Comments:

6. Recommended: _____ Not Recommended: _____

Academic Affairs Committee _____ Date: _____

Comments:

7. Approved: _____ Not Approved: _____

VP/Academic Affairs: _____ Date: _____

Comments:

Quinsigamond Community College

Request For A New Course Or Course Revision

Course Discipline Early Childhood Education Division Human Services and Science

Date: January 26, 2010

Course Title : Growth and Development of Young Children

Course Number ECE 102

Lecture Hours 45 Credits 3 Clinic Hrs 0 Lab Hrs 0

Prerequisite ENG 100 Corequisite _____

Application As Elective? Fall 2010

Course Effective Term Fall Year 2010

1) Does This Course Replace Another Course No

Which Course? If Revision, Rationale For Revision Should Be Given Here:

Course description revised to include birth through age 14 as required by the Department of Early Education and Care. Course content covers this age range and a change is needed to reflect this in the course description.

2) Is Course Content Similar To Other Courses Now Offered? _____ Yes x No
If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

3) For Whom Is This Course Designed? Early Childhood Education students

4) Required Course? X Yes Required For: All ECE certificate students and career focused Early Childhood Education Degree Students

5) Expected Enrollment Per Term 60 Per Year 120

6) Additional Staff? _____ Yes X No

7) Number Of Additional Staff 0

8) Additional Space? _____ Yes X No

Amount Of Additional Space _____

9) Additional Equipment? _____ Yes X No Additional Cost \$ _____

10) Additional LRC Materials? _____ Yes X No Estimated Cost \$ _____

Signature: _____ (Library Services Director)

11) Text And Related Materials _____

12) Attach Course Description And Outline To This Page

Current

ECE 102 Growth & Development of the Young Child 3 credits

Students study the dynamics of child growth and development from birth to eight years of age, thereby acquiring a complete view of the development of a healthy personality in the child. Students also identify rates and patterns of growth in young children. They also develop an understanding of the implications for creating healthy environments for children, individually and in groups. Discussion of special needs will be addressed throughout the course. During a ten-hour field component, students observe infants, toddlers, preschool children and interview school age children up to 8 years of age. The focus of these observations includes applying developmental theory to the behaviors observed and to interpret the behaviors according to theories covered in this course.

Prerequisite: ENG 100. F/S/SU

Proposed

ECE 102 Growth & Development of the Young Child 3 credits

Students study the dynamics of child growth and development from birth to 14 years of age, thereby acquiring a complete view of the development of a healthy personality in the child. Students also identify rates and patterns of growth in young children. They also develop an understanding of the implications for creating healthy environments for children, individually and in groups. Discussion of special needs will be addressed throughout the course. During a ten-hour field component, students observe infants, toddlers, preschool children and interview school age children. The focus of these observations includes applying developmental theory to the behaviors observed and to interpret the behaviors according to theories covered in this course.

Prerequisite: ENG 100. F/S/SU

Course outline for ECE 102
Growth and Development of Young Children

Turn off cell phones

No text messaging during class

Week One: Introduction

- The Context of Development
(Historical, Cultural and Socioeconomic)
- Theories of Development
(Psychoanalytic, Behaviorism, Emergent Theories)
- Ethics for Child Development and Human Subjects

Assignments: Read Chapter 1 and 2 in your text

Week Two: Context for Development

- (Historical, Cultural, Socioeconomic Influences)
- Beginnings: Heredity and Environment
- Prenatal Development
- Normal Birth
- Birth Complications

Assignments: Read Chapter 3 and 4 in your text. Begin work on your Context of Development Project. **The Group project is due September _____**

Week Three: Quiz #1

- Why Observe?
- Importance of Being Objective
- Inference or Factual
- Infants and Toddlers Biosocial Development
- Early Brain Development
- Senses and Motor Skills
- Nutrition

Assignments: Read Chapter 5 in your text.
Select an infant **or** a toddler to observe.
This paper is due October _____

Week four: Context Project Presentations

- Infants and Toddlers Cognitive Development
- Sensorimotor Intelligence
- Language Development
- Theories of Learning Language
- Judgment Free Observations
- Connecting Objective Data and Theory

Assignments: Read Chapter 6 in your text.

Week Five: Infants and Toddlers Psychosocial Development

- Temperament
- Attachment
- Psychoanalytic Theory

Assignments: Read Chapter 7 in your text.

Week Six: Infant or Toddler Observation Due

- Quiz #2
- Preschool Biosocial Development
- Brain Growth and Development
- Mastering Motor Skills
- Neglect and Abuse

What are Recording Running Records?

Assignments: Read Chapter 8 in your text.

Select a preschool child for your preschool project,
Preschool Project Paper Due November ____

Week Seven: Midterm Exam:

Preschool Cognitive Development
Piaget and Preoperational Thought
Vygotsky: Children as Apprentices
Comparing Piaget and Vygotsky

Assignments: Read Chapter 9 in your text. Complete your running record observation on your preschool child (left side only) Bring it to class with you on

Week Eight:

Running record workshop
Preschool Psychosocial Development
Initiative Versus Guilt
Prosocial Behavior and Antisocial Behavior
Learning Social Skills through Play

Assignments: Read Chapter 10 in your text

Week Nine: Preschool Project/Paper Due November ____

Quiz #3
School Years Biosocial Development
Typical Size and Shape
Childhood Obesity
Influence of Gender and Culture
Special Needs

Assignments: Read Chapter 11 in your text

Week Ten: School Years Cognitive Development

Logic and Culture
Language
Moral Development

Assignments: Read Chapter 12 in your text
Select a child for your School Age Interaction Paper,
Due: December ____

Week Eleven: School Years Psychosocial Development

Understanding Self and Others
The Peer Group
Bullies and Victims

Assignments: Read Chapter 13 in your text

Week Twelve: Resilience in Childhood

Additional Current Research

Assignments: Read handout given in class

Week Thirteen: School Age Observation/Interview due December ____

Quiz #4
Social Emotional and Adolescent Development

Assignments: Read handout given in class

Week Fourteen: Birth Order

Video: Family Influence on Personality

Cognitive Development and Adolescents

Assignments: Read hand out
Study for the exam

Week Fifteen:

Finish the Review

Assignments: Study for the Final Exam

The Final Exam TBD

The professor reserves the right to make adjustments to the curriculum as needed.

ECE 102 Paper, Quiz, and Exam Due Dates

Quiz #1: September ____

Developmental Context Project Group Presentation September ____

Developmental Context Project Paper September ____

Quiz #2: October ____

Infant Observation or Toddler Observation: October ____

Midterm Exam: October ____

Running Record Workshop: October ____

Quiz #3: November ____

Preschool Project: November ____

Quiz #4: November ____

School Age Interaction Interview and Observation: December ____

Final Exam: _____

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: ECE 251 Theory of Early Childhood Education I
2. Originator: Charlene Mara Date: 2/18/2010
3. Academic Unit Dean: Nancy Schoenfeld Date: 2/18/2010

Recommendation: The Human Services & Science Division recommends approval of the title and course description change to ECE 251 from Theory of Early Childhood Education I to Integrating Theory and Practice I: Guidance of Young Children I at the 2/18/10 Division meeting, effective Fall 2010.

Rationale: The new course title and description reflect a focus on the integration of the student teacher field experience and application of theoretical guidance techniques. It was learned through the NAEYC National Accreditation process that the strengths of the ECE program are our connection with the Children's School and the practical application of skills for students. This course proposal changes the name to reflect what is truly covered in the course by focusing on practical application as recommended by accreditation.

4. Recommended: _____ Not Recommended: _____

Academic Affairs Staff: _____ Date: _____

Comments:

5. Recommended: _____ Not Recommended: _____

VP/Academic Affairs: _____ Date: _____

Comments:

6. Recommended: _____ Not Recommended: _____

Academic Affairs Committee _____ Date: _____

Comments:

7. Approved: _____ Not Approved: _____

VP/Academic Affairs: _____ Date: _____

Comments:

Quinsigamond Community College
Request For A New Course Or Course Revision

Course Discipline Early Childhood Education Division Human Services and Science

Date: February 3, 2010

Course Title: Theory of Early Childhood Education I

Course Number ECE 251

Lecture Hours 45 Credits 3 Clinic Hrs 0 Lab Hrs 0

Prerequisites: ENG 101, ECE 101, ECE 102 or PSY 123

Corequisites: ECE 231, ECE 253. F/S

Application As Elective? Fall 2010

Course Effective Term Fall Year 2010

1) Does This Course Replace Another Course? ___Yes X No
Which Course?

If Revision, Rationale For Revision Should Be Given Here:

The new course title and description reflect a focus on the integration of the student teacher field experience and application of theoretical guidance techniques. It was learned through the NAEYC National Accreditation process that the strengths of the ECE program are our connection with the Children's School and the practical application of skills for students. This course proposal changes the name to reflect what is truly covered in the course by focusing on practical application as recommended by accreditation.

Is Course Content Similar To Other Courses Now Offered? ___ Yes ___ No
If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

2) For Whom Is This Course Designed? Early Childhood Education Students earning an AA Degree in Early Childhood Education

3) Required Course? X Yes Required For: All ECE Early Childhood Education AA Degree Students

4) Expected Enrollment Per Term 55 Per Year 55

5) Additional Staff? ___ Yes X No

6) Number Of Additional Staff 0

7) Additional Space? ___ Yes No No

Amount Of Additional Space

8) Additional Equipment? ___ Yes X No Additional Cost \$

9) Additional LRC Materials? ___ Yes X No Estimated Cost \$

Signature: (Library Services Director)

10) Text And Related Materials:

Marion, Marian. Guidance of Young Children, Seventh Edition.
New Jersey: Merrill, Prentice Hall, 2007

Theories of Childhood: An Introduction to
Dewey, Montessori, Erikson, Piaget and Vygotsky. New Jersey:
Redleaf Press, 2006

*Katherine Read, Pat Gardner and Barbara Mahler. The Guides to Speech and Action taken from Early Childhood Programs: Human Relationships and Learning. Texas: Holt, Rinehart and Winston,

Inc.1993.

* *Early Childhood Program Standards for Three and Four Year Olds*, from the Early Childhood Advisory Council to Massachusetts Board of Education.

11) Attach Course Description And Outline To This Page [Old course description](#)

Current

ECE 251 Theory of Early Childhood Education I - 3 credits

This course covers major theories of Early Childhood Education and the Guides to Speech and Action developed by Katherine Baker. The implications of cultural, positive guidance practices as stated in the Massachusetts Child Care Services Child Guidance Policy, and the Massachusetts Early Childhood Program Standards and inclusion strategies compose the major focal area of this course. Student increase awareness of political and social issues that influence the lives of children, families, and the field of early education and care. A professional portfolio is developed during this course.

Prerequisites: ENG 101, ECE 101, ECE 102, [ECE 112 (not required for transfer track)]

Co-requisites: ECE 231, ECE 253. F

Proposed- (Revisions in bold Print)

ECE 251 Integrating Theory and Practice I: Guidance of Young Children

This course covers major theories of Early Childhood Education and the Guides to Speech and Action developed by Katherine Baker. The implications of cultural, positive guidance practices as stated in the Department of Early Education and Care Child Guidance Policy, and the Massachusetts Early Childhood Program Standards and inclusion strategies compose the major focal area of this course. Student increase awareness of political and social issues that influence the lives of children, families, and the field of early education and care. **Students observe young children throughout the course to identify positive guidance strategies, improve recording, observation and assessment skills.**

Prerequisites: ENG 101, ECE 101, ECE 102, [ECE 112 (not required for Transfer Track)]

Co-requisites: ECE 231, ECE 253. F

Topics to be covered in course

- 15 Guides to Speech and Action and positive guidance
- Developing the Interpersonal Relationships with Children and Families
- Anecdotal records with stated goals, anecdotal observation and interpretation of child's behavior
- Social Development:
 - Becoming Socially Competent
 - Mildred Parten, Social Play
 - Assessing Social Development through Observation
- Emotional Development
 - Erik Erikson
 - Brain Development Affects Emotional Development Through Observation
 - Assessing Emotional Development
- Cognitive Development
 - Piaget
 - Vygotsky
 - Play and Cognitive Development
 - Assessing Cognitive Development through Observation
- Physical Development
 - Healthy Motor Development
 - The Brain's Role in Motor Development
 - Assessing Motor Skills through Observation

New Course Syllabus to replace ECE 251

NAEYC Standards in relationship to course outcomes:

Standard 1: Promoting Child Development and Learning

1a: Knowing and understanding young children's characteristics and needs

Course outcome 1: Describe children's growth patterns and individual needs.

Observe and document children's growth and development

Method: Read about and discuss children's developmental growth in all domains. Observe a selected child and record observations over the semester. Identify and analyze growth patterns making connections with theories discussed in class.

Assessment: Students will compile a portfolio documenting growth and development of children within the lab setting. This portfolio will contain anecdotal observations and interpretations of these observations according to theories discussed in class

Students will complete a midterm exam, a final and quizzes related to growth and development of young children.

***NAEYC SUPPORTIVE SKILLS:**

- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

1b: Knowing and understanding the multiple influences on development and learning:

Course outcome 2: Students will be able to identify and discuss influences on development including but not limited to historical, socioeconomic, cultural, psychosocial, biosocial and cognitive influences. They will be able to identify and demonstrate positive guidance practices that contribute to the emotional well being of young children

Method: Read about and discuss influences on children's development. Examine children's intake forms and health histories, interview cooperating teachers and life influences in ECE 253 Guided Student Participation I. Construct a time line of your own life to identify influences on your development. Observe (lab teachers implementing)and role play (in class) the Guides to Speech and Action.

Assessment: Students will write a reflective self-assessment paper with a special focus on guidance issues.

Students will compile a portfolio reflecting developmental influences on the children within the lab setting. This will be a semester long process.

***NAEYC SUPPORTIVE SKILLS:**

1. Self-Assessment and self-advocacy
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Course outcome 3: Students will acquire and demonstrate knowledge of positive guidance practices in Early Childhood Care and Education including (but not limited to) the philosophy and psychological implications of positive guidance, the demonstration of the Guides to Speech and Action, using language as a problem solving strategy in the preschool and teaching non-violent problem solving.

Method: Students will read about, role-play, observe and document and write about the above guidance strategies over a fifteen week period. They will complete a self examination of guidance styles they were exposed to during their childhood and here at Quinsigamond Community College.

Assessment: Students will observe and document positive, appropriate examples of the Guides to Speech and Action and positive guidance. They will have fifteen papers covering these observed strategies. Students will also complete reflective papers on their abilities to implement these strategies in their daily work with children. In addition they will be observed implementing the Guides to Speech and Action by their faculty supervisor and these observations will be shared. Students will role play the Guides to Speech and Action and non-violent problem solving in class. Students will complete a self assessment relating their growth in this area and trace the impact of the guidance styles they were exposed to as a child.

***NAEYC SUPPORTIVE SKILLS:**

1. Self-Assessment and self-advocacy
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

NAEYC Standard: 2 Building Family and Community Relationships

2a: Knowing about and understanding family and community characteristics

Course outcome 4: When supporting positive guidance students will consider and reflect family culture and traditions.

Method: Throughout the course, students will discuss the implication of culture, family traditions and personal histories and the impact these unseen constants have on development and behavior. Through talking about and writing about these influences students will be more aware of this.

Assessment: Students will write a self assessment documenting the impact of family and community on their own development at the end of this course. This will be contrasted with a reaction paper they will submit during the first session of the course.

***NAEYC SUPPORTIVE SKILLS:**

1. Self-Assessment and self-advocacy
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning

NAEYC Standard 3: Observing, documenting, and assessing to support young children and families

3a: Understanding goals, benefits and uses of assessment:

Course outcome 5: Students will review anecdotal records and discuss the pros and cons of this form of observation.

Method: Students will use anecdotal records during their half day experience at the Quinsigamond Children's School. Students will analyze their findings and share them with classmates in ECE 251. Students will use developmental information from this class to help them interpret the data gathered in the anecdotal records.

Assessment: Students will submit completed anecdotal records as assigned.

***NAEYC SUPPORTIVE SKILLS:**

- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Course outcome 6: Students will be able to use anecdotal records appropriately in a preschool setting.

Method: Students will use anecdotal records as an observation tool to observe children during the semester. Students will analyze their findings in class and in written papers. These will be shared with classmates during our class sessions. Connections will be made between the children's behavior and development and the Guides to Speech and Action whenever possible.

Assessment: Students will submit a completed developmental check list, running records and anecdotal records as assigned.

***NAEYC SUPPORTIVE SKILLS:**

- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

3c: Understanding and practicing responsible assessment

Course outcome 7: At the end of this course students will have working knowledge anecdotal records as a tool of authentic assessment.

Method: Students will observe, record and interpret behavior of a selected child in the lab school setting according to the criteria given in class
(see attached packet of course assignments)

Assessment: Students will begin a developmental portfolio consisting anecdotal records on children at Quinsigamond Children's School. Students will interpret these observations in a descriptive, responsible, nonjudgmental narrative across the developmental domains, social, emotional, cognitive and physical. They will directly connect the use of the Guides to Speech and Action to children's over all development whenever possible.

***NAEYC SUPPORTIVE SKILLS:**

- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

NAEYC Standard 4: Teaching and Learning

Substandard 4a: Knowing, understanding, using positive relationships and supportive interactions

Course outcome 8: At the conclusion of this course students will be able to use the Guides to Speech and Action when appropriate to support positive guidance strategies.

Method: During this course students will be read about and practice the Guides to Speech and Action in their daily interactions with children in the lab setting. Students will role play appropriate situations in class and students will write weekly papers based on observations and personal interactions that will cover all fifteen of the guides. Students will make connections between the Guides to Speech and Action and the positive, healthy development of young children.

Assessment: Students will write reflective papers documenting their knowledge and skill at using the Guides to Speech and Action. They will demonstrate working knowledge (application) of these guides both in the ECE 251 course sessions (role play) and in their lab experience.

***NAEYC SUPPORTIVE SKILLS:**

1. Self-Assessment and self-advocacy
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

NAEYC Standard 5: Becoming a Professional

5d: Integrating knowledgeable, reflective and critical perspectives on early education

Course outcome 9: During this course students will develop a sense of professional identity by supporting the healthy growth and development of young children in an early childhood program. Students will identify their understanding of personal and professional skills characteristics of quality teaching. Students will be able to explain and connect developmental theories covered in this course with "best practices" for teaching and supporting positive relationships in a preschool setting. Students will be able to reflect their own growth as a professional and identify their challenges and use the Guides to Speech and Action appropriately.

Method: During the course we will discuss theories of child development across all domains and observe the application of these theories in the lab setting. Students will trace their own emerging skills as they implement positive guidance strategies and identify the impact of these strategies on the preschool children in the lab setting. Students will observe, write about and use the Guides to Speech and Action in the Quinsigamond Children's School when student teaching.

Assessment: Students will write a reflective self assessment incorporating the knowledge they have gained regarding the development of young children, the Guides to Speech and Action and their impact on young children. In this paper students will identify influences cultural, interpersonal and personal histories that have played a role in their emerging personal and professional approach to guiding young children's behavior.

***NAEYC SUPPORTIVE SKILLS:**

1. Self-Assessment and self-advocacy
- 3: Written and verbal skills
- 4: Making connections between prior knowledge/experiences and new learning
- 5: Identifying and using professional resources

Course Requirements

1. Weekly attendance and participation including participation in class discussions, completing weekly reading assignments, completing weekly papers as assigned.
2. Written and in class demonstration of the Guides to Speech and Action
3. Ongoing observations including anecdotal records, developmental checklists, frequency counts, work sample and time sample of children who attend the Quinsigamond Children's School.

4. Three unannounced quizzes
5. A developmental portfolio integrating theory to observations of a children in attendance at the Quinsigamond Children's School
6. Self Assessment
7. Midterm and Final Exam

Paper Submission Policy

All written assignments must be typed, double spaced and on letter size paper.

They must be professional in appearance and handed in on time. **Late papers will lose five points a day. If a paper is more than two weeks late, it will not be accepted and the student will earn a zero for that paper.**

Plan accordingly.

Methods of Evaluation

Class Attendance	10%
Quizzes	5%
Guides to Speech and Action	20 %
Observations	20 %
Midterm	5%
Self Assessment	10%
Portfolio	20%
Final	<u>10%</u>
	100%

Methodology

During this course students will engage in interactive learning projects, discussions based on assigned readings, reflective writing and listen to lectures. Videos will be used as needed and to clarify key concepts. Sharing observations in teaching teams will become a vital part of the

course as we develop a team approach to practicing positive professional behavior. Exams and quizzes will be given along with papers and oral presentations to aid in the assessment of each student.

Required Textbooks:

Marion, Marian. Guidance of Young Children, Seventh Edition.
New Jersey: Merrill, Prentice Hall, 2007

Mooney, Carol Garhart. Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky. New Jersey: Redleaf Press, 2006

*Katherine Read, Pat Gardner and Barbara Mahler. *The Guides to Speech and Action* taken from Early Childhood Programs: Human Relationships and Learning. Texas: Holt, Rinehart and Winston, Inc.1993.

* *Early Childhood Program Standards for Three and Four Year Olds*, from the Early Childhood Advisory Council to Massachusetts Board of Education.

Barbara Nilsen, Week by Week Documenting The Development of Young Children Third Edition. Albany, NY, Thomson Delmar Learning,2008. (Required for Supervised Student Participation I)

*** These books will be given out in class**

Class Procedures and Techniques:

- Lecture /discussion
- Cooperative learning actives
- Audio visual materials
- Role play
- Oral presentations

Attendance Policy:

A considerable aspect of this course is based on class participation and many experiences can not be reproduced, therefore it is important that students attend all sessions. Attendance accounts for 10% of your grade and a missed session will result in points being deducted from your grade. If an emergency requires you to miss a session you must contact a class member and get all information covered in that session. You must also e mail the professor so that she knows of your absence before the class takes place.

If one is late for class four times, that will show up (on line) as an unexcused absence.

A written paper indicating the contents of the missed session must be submitted to the instructor within one week of the missed class. This is **your responsibility to do this.** The professor will not remind you of this. The expectation is that you submit the paper prior to the next class session. It is also expected that you contact the professor **prior to any missed session.** No more than one session may be missed and then, only in the case of an extreme emergency.

Concerning 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 see me after class. If your concerns are about a learning disability or another specific need, please see me privately or contact a learning specialist at Disability Services, Room 246A. All information is strictly confidential.

Plagiarism and student discipline policies

Please refer to the student handbook for this information.

Cell Phone and Electronics Policy

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. If a student uses any electronic device during class that is not assistive in nature they will be excused from class and will receive a zero for attendance for that class.

Classroom Conduct

In an effort to create a class atmosphere conducive to a productive academic environment Quinsigamond Community College supports the following steps to promote civility in our classroom.

Ten Steps to Promote Positive Classroom Etiquette

1. Students are expected to attend all scheduled classes.
2. Students are expected to be in class on time.
3. Students are expected to remain in class for the entire instructional period.
4. Students are expected to remain alert throughout the entire instructional period.
5. Students are expected to come to class free of alcohol or drugs.
6. Students are expected to be respectful of opposing opinions.
7. Students are expected not to interrupt a faculty member or other students when they are speaking.
8. Students are expected to address student specific concerns prior to or after the instructional period.
9. Students are expected to use respectful language throughout the instructional period.
10. Students are expected to receive the faculty's permission prior to using cell phones, laptops, or other electronic equipment.

Week 1

Reading to do before this class: Marion Chapter 1

NAEYC Standards

- 2a: Knowing about and understanding family and community characteristics
- 3 a. Understanding goals, benefits and uses of assessment:
- 4 a: Knowing, understanding, using positive relationships and supportive interactions

Introduction to the Course

Your Expectations
My Expectations
The Syllabus
The Assignment Packet
Guides to Speech and Action
The Textbooks

Styles of Care Giving/Guidance Style

Authoritative
Authoritarian
Permissive
How Guidance Style Affects Child Development

In Class Writing:

- Write down the guidance style you experienced as a child and explain the impact it had on you. You will not be graded on this.

Introducing the Guides to Speech and Action

Positive Guidance: Guides to Speech and Action

#1: State suggestions or directions in a positive rather than a negative form.

#15: Increase your awareness by observing and taking notes.

Observation

Why Observe?
Anecdotal Records

Assignments:

Writing: During this week observe a time when the adult did not use guide one. Write out the negative example using direct quotes and dialogue. Then *make up a positive example* of how the same situation could be handled using guide one, Keep the example the same just change the wording to reflect a positive experience using guide one. You may use any an example. It does not have to be from your lab setting.

Due at our next class.

Reading: Due for the class today: Chapter 1: Marion, *Guidance of Young Children*

Week 2

Due Today: Guide #1

Reading to do before this class: Marion Chapter 2 and Mooney Chapter 4, Jean Piaget

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs
- 3 a: Understanding goals, benefits and uses of assessment:
- 3 b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment
- 4 a. Knowing, understanding, using positive relationships and supportive interactions

Reviewing What We Know About the Preschool Child

Cognitive Development	Piaget, Preoperational Thinking
Social Development	Parten, Social Play, Temperament
Physical Development	Preschool Norms
Emotional Development	Erikson, Self Control: Autonomy and Initiative

Review Activity

In a small group you will be assigned to one theory after reviewing the theory in class. You are to make a poster illustrating the qualities you might observe in a young child related to the theory assigned to your group.

Positive Guidance: Guides to Speech and Action

2: Give a choice only when you are prepared to leave the choice to the child

Assignments:

Writing: This is due at our next class.

Complete Guides #1 and #2 as outlined in the assignment packet
These will be related to your experiences at Quinsigamond Children's School

Reading: All reading below is due for the above class

Marion, Chapter 2,
Mooney Chapter 4 Jean Piaget

Week 3

Due Today: Guides 1 and 2 Examples from lab

Reading before this class; Marion Chapter 3

NAEYC Standards

1b: Knowing and understanding the multiple influences on development and learning:

3c: Understanding and practicing responsible assessment

2a: Knowing about and understanding family and community characteristics

4 a. Knowing, understanding, using positive relationships and supportive interactions

5d: Integrating knowledgeable, reflective and critical perspectives on early education

Anecdotal Records

Each Anecdotal Record will have:

- I A Stated Goal for the Observation
- II The Anecdote
- III Reflection/Comment*

The reflection should make a connection between the behavior observed and the theory covered in class.
You will be assigned a focus for your goal statement.

Looking at Some Special Needs:

Observable Indicators: ADHD (Marion, page 64)

Observable Indicators: Stress (Marion, page 67)

Observable Indicators of Abuse or Neglect (Marion, page 68)

Students will form three small groups and develop a visual aid to help others remember the content of their presentation. You will then present one of the three topics listed above(also covered in your reading) this week.

Positive Guidance: Guides to Speech and Action

#3: Use your voice as a teaching tool.

Massachusetts Child Care Services Guidance Policy

What does the state say about guidance?

Why do we have this policy?

Assignments:

Writing: Complete Guide 3 as indicated in the assignment packet

Complete your first anecdotal record

Both are due next week

Reading: Due for the above class: Marion Chapter 3

Week 4

Due Today: Anecdotal Record #1 Social Play and Guide 3

Reading to do before this class: Marion Chapter 4 and in Chapter 12, pages 301-310

NAEYC Standards

1a: Knowing and understanding young children's characteristics and needs

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2a: Knowing about and understanding family and community characteristics

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

4a: Knowing, understanding, using positive relationships and supportive interaction

Positive Guidance for Setting Reasonable Limits

Ask, is it necessary?

Healthy Self Control and Setting Clear Limits

More of Erikson's Theory: Infants, Toddlers, Preschool Children, School Age

Carl Rogers Theory and Approach to Guidance

Build on Strengths, Avoid Judgment

Ownership of the Problem

Active Listening and the "I Message"

From Alfred Adler to Dreikurs: Mistaken Goals

Undue Attention, Power Struggle, Revenge and Retaliation, Complete Inadequacy

Positive Guidance: Guides to Speech and Action

#4: Avoid trying to change behavior by methods that may lead to loss of self-respect, such as shaming or labeling behavior naughty.

Activity: Should I ignore this behavior?

Marion (page 111)

Assignments:

Writing due at our next class: Complete Guide 4 as indicated in the assignment packet.

Reading for the above class: Marion Chapter 4

Week 5

Due Today: Guides 4

Reading to do before this class: Mooney Chapters 3

NAEYC Standards

2a: Knowing about and understanding family and community characteristics

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

**3c: Understanding and practicing responsible assessment
Substandard 4 a. Knowing, understanding, using positive relationships and supportive interaction**

Looking at Social Development through the Eyes of:

Erikson

Piaget

Parten

Vygotsky

Observations of Play and Social Development

What do we look for?

Using and anecdotal record

Positive Guidance: Guides to Speech and Action

Guide #8 Avoid making models in any art medium for the children to copy

Guide #9 Give children the minimum of help: thus providing the maximum chance for growth in independence: but give the child help when needed.

Curriculum and Guidance Issues

How are they connected?

Assignments: Study for midterm. Study guide to be given out in class

Writing: For the next class complete Guide 8 and 9 as indicated in the assignment packet.

Reading: All reading is due for the class above. Mooney: Chapter 3

Week 6 Midterm Exam

Due Today: Guides 8 and 9

Reading to do before this class: Marion Chapter 5 and Chapter 2 in Mooney

NAEYC Standards

1b: Knowing and understanding the multiple influences on development and learning:

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

5d: Integrating knowledgeable, reflective and critical perspectives on early education

The Physical Environment and Guidance Issues

Adjusting the Environment to the Children

Special Needs Considerations

Guides to Speech and Action with a Connection to the Physical Environment.

Guide #13: Use the most strategic positions for supervising.

Guide #14: The health and safety of the children are a primary concern

Activity #1: In small groups diagram your assigned lab classroom or the playground and point out the strategic positions for supervision

Activity #2: In small groups, identify 10 ways a teacher can ensure safety and ten ways a teacher can ensure health in the preschool environment.

Positive Guidance: Guides to Speech and Action

Guide #5: Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Guide #6: Redirect the child by suggesting an activity that is related to the child's purposes or interests whenever possible.

Stages of Art: Kellogg

How Does Opened Art Support Positive Guidance?

Midterm Exam

Assignments:

Writing Due for Next Class: Complete Guides 5 and 6 as indicated in the assignment packet.

Reading: All reading listed is due for today's class
Chapter 5 in Marion
Chapter 2 in Mooney

Week 7

Due Today: Guides 5 and 6

Reading to do before this class: Marion, Chapter 6

NAEYC Standards

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning:

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2a: Knowing about and understanding family and community characteristics

4 a. Knowing, understanding, using positive relationships and supportive interactions

Authentic Self-Esteem

Building Blocks of Self Esteem

Competence, Control, Worth

Avoiding Empty Praise and Flattery

Use Appreciation (Katz)

Acknowledge Both Pleasant and Unpleasant Feelings

When we avoid unpleasant feeling we teach children to be dishonest with themselves.

Demonstrating Respect for All Families and Cultures

Avoid sexism and judging physical attributes

Positive Guidance: Guides to Speech and Action

Guide #10 Make your directions effective by reinforcing them when necessary.

Portfolio Workshop Last Hour of Class

Using Your Observations to Create a Portfolio

When you complete this course you will have an example of each Guide to Speech and Action. These graded papers, with rubrics will be placed in your portfolio.

At the end of this course you will have done at least eight anecdotal records on children of your choice. These children are to be identified by **first name only**. **Five anecdotal records will be turned in during the course, graded and returned to you. When you turn in your finished portfolio you will have completed an additional three anecdotal records on children of your choice and you will identify the goals and focus area of each of these three additional anecdotal records.**

You will place all of the graded observations along with your graded rubric in one section of your portfolio and the three new anecdotal records in another section of your portfolio.

Developing A Portfolio

Using the Data in Your Observations to Create a Developmental Portfolio

Getting Started

Identifying Resources

Reviewing the Portfolio Guidelines

Find a three ring notebook for your portfolio then:

- Set up dividers for each section (see portfolio guidelines)
- Identify the following sections with a divider page
Label the pages as follows:

Table of Contents

Introduction

Graded Anecdotal Record (with rubric)

Three new anecdotal records

Emotional

Social

Physical

Cognitive

Reflection on My Learning

Assignments:

Writing: Complete Guide #10

Find a three ring notebook (binder) for your portfolio

Set up dividers for each section of your portfolio identified above

Type your name on the spine of the binder

Bring your portfolio notebook (binder) with you to class. Be sure you have organized it carefully. You will need it for class.

Reading for Today: Chapter 6 in Marion

Week 8

Due: Guide #10

Portfolio Notebook completed as instructed

Reading to do before this class: Marion, Chapter 7

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs**
- 1b: Knowing and understanding the multiple influences on development and learning:**
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments**

Resilience and Stress in Childhood

Types of Stress

How Stress Affects Children

Coping Effectively

Activity

Portfolio Feedback on Portfolio Notebook Organization

Using the criteria chart review your assigned partner's work and give him or her feedback

Each team member must use the chart provided and give written feedback to his or her partner.

Guides to Speech and Action

Guide #11: Learn to foresee and prevent rather than mop up after a difficulty

Assignments:

Writing Due next week: Guide #11

Complete an anecdotal record with a cognitive focus and one other observation..

Reading for Class Today: Chapter 7 in Marion

Week 9

Due Today: Guide #11

Anecdotal Record #2 Cognitive

Reading to do before this class: Marion, Chapter 8

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs**
- 2a: Knowing about and understanding family and community characteristics**
- 4 a. Knowing, understanding, using positive relationships and supportive interactions**

Four Components of Emotional Intelligence

Self-awareness

Awareness of others

Self-management

Interactions and Relations management

Three Components of Anger

The Emotional *State* of Anger

The *Expression* of Anger

The *Understanding* of the Anger

Anger Management

The Prefrontal Cortex, the Amygdala and the Preschool Child
Memory and Anger and the Preschool Child
Language and Talking about Emotions

Implications: Guiding Children's Expression of Anger

Creating a Safe Emotional Climate
Modeling Responsible Anger Management
Helping the Child Develop Self-Control
Teaching Words that Describe Angry Feelings
Active Listening When Children Are Having an Anger Conflict
Discussions and Books about Anger
Teach Children to Deal with the Stress of Anger
Work with Parents

Activity: Employing Strategies to Support Anger Management

In small groups you will design an intervention for the troubled child described on your card. Share this with the class.

Guides To Speech and Action

Guide # 12 Define limits clearly and maintain them consistently.

Assignments: Writing Due next week: Anecdotal Record #3, Focus on Emotional Development (Erikson) and Guide # 12

Reading: Marion, Chapter 8

Week 10

Due Today: Guide #12

Anecdotal Record #3 Emotional Development (Erikson)

Reading for Class Today: Marion Chapter 9

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs**
- 2a: Knowing about and understanding family and community characteristics**
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**
- 3c: Understanding and practicing responsible assessment**

Physical Development

Developmental Progression According to Physical Norms in Nilsen:
Week By Week. (Pages 76-77)

Using Checklists to Look at Physical Development

Activity: Using the Developmental Checklist provided discuss what you know about your selected child's physical development. Work together as a team to document your knowledge.

* Remember when looking at physical development "jumps" is not sufficient. When you have checked off an item, write down a few key words that describe **HOW** the child did the task.

Age and Gender Differences in Aggression

Cultural Influences

Child Rearing Practices

Socialization of the Child

Forms of Aggression

Instrumental
Hostile
Accidental

Using Scripts to Reverse Aggressive Behavior

What is a Script?

How do we Learn Scripts?

The Connection between the Family System and Aggression

**Review of : Early Childhood Program Standards for Three and Four Year Olds
from the Massachusetts Early Childhood Advisory Council to Massachusetts Board of Education.**

Assignments:

Writing: This is due at our next class. Anecdotal record #4 on physical development and complete the Physical check list you started in class today.

Reading for Class Today: Chapter 9 in Marion

Week 11

Due Today: Anecdotal Record #4 on Physical Development

Reading to do before this class: Marion Chapter 10

NAEYC Standards

1a: Knowing and understanding young children's characteristics and needs

2a: Knowing about and understanding family and community characteristics

5d: Integrating knowledgeable, reflective and critical perspectives on early education

Defining Prosocial Behavior

Sharing

Cooperation

Helping

Guiding the Development of Prosocial Behavior

Cognitive Competencies Needed for Prosocial Behavior

Emotional Competencies Needed for Prosocial Behavior

Language Competencies Needed for Prosocial Behavior

Positive Guidance Strategies Support Prosocial Behavior

Verbally Label (Recognize) Prosocial Behavior with Key Words

Talk about Acts of Prosocial Behavior

Teacher Behavior Can Encourage Children to Take Another's Perspective

Positive Guidance Gives Suggestions of How to Help, Cooperate and Share

**Early Childhood Program Standards for Three and Four Year Olds
from the Massachusetts Early Childhood Advisory Council to Massachusetts Board of Education.**

Assignments:

Writing: Complete anecdotal record #3. Focus on any prosocial behavior (Social)

Reading for class today: Chapter 11 in Marion

Week 12

Due Today: Anecdotal record #5 on prosocial behavior

Reading to do before this class: Marion Chapter 11

- 1a: Knowing and understanding young children's characteristics and needs**
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments**
- 2a: Knowing about and understanding family and community characteristics**
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**
- 4a: Knowing, understanding, using positive relationships and supportive interaction**

Appropriate Curriculum Practices and Guidance Issues

Tools of Creativity

Imagination: Smilansky

Stages of Pretend

Minimizing Challenging Behavior

Challenging Behaviors is a child's behavior that challenges a teacher's ability to guide the child. Over the semester, what behaviors have challenged you?

How does creativity help to minimize challenging behavior?

Remember

- Challenging Behavior is in the Eye of the Beholder
- Challenging Behaviors are the Hot Spots in the Classroom
- Maximize Calm Times in the Classroom
- Feel Competent and Confident in Dealing with Challenging Behaviors

Roots of Challenging Behavior

- Developmental Characteristics
- Unmet Needs
- Lack of Skill
- Factors in the Classroom (Contextual problems)

Self Assessment

Why do a Self Assessment?

Guidelines for the Self Assessment

Early Childhood Program Standards for Three and Four Year Olds

from the Massachusetts Early Childhood Advisory Council to Massachusetts Board of Education.

Assignments:

Writing Due at our Next Class: Self Assessment

Reading for Today's Class: Marion, Chapter 11

Week 13

Due Today: Self Assessment

on your focus child

Reading to be Completed Before Class: Marion, Chapter 12, pages 297-301 and Mooney Chapter 5

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs**

- 3a: Understanding goals, benefits and uses of assessment:**
- b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**
- 3c: Understanding and practicing responsible assessment**

Comparing and Contrasting Vygotsky and Piaget (video)

What do Vygotsky and Piaget agree on?
How are their theories of how children learn different?
Where do you stand?

Discussion and Activity

You will be asked to do one of the following:

- In your small group design a poster that illustrates the points that Piaget and Vygotsky would agree about.
- In your small group design a poster that illustrates the points that Piaget and Vygotsky would disagree about.

Small Group Activity

Early in the course we discussed Piaget and cognitive development. Define each of the following terms and collectively give an example of each.

Egocentric thought
Has trouble reversing the process
Focuses on the before and after, but not the transformation.
Judges things by how they look
Has difficulty with perspective taking

Principles of Social Learning Theory

Guidelines for Giving Praise and Pitfalls to Avoid

Assignments:

Writing: Finish Your Portfolio
Reading: Mooney, Chapter 5 and Marion Chapter 12, pages 311-317

Week 14

Due: Developmental Portfolio

Reading to do before class today: Marion: Chapter 13

NAEYC Standards

- 1a: Knowing and understanding young children's characteristics and needs**
- 3a: Understanding goals, benefits and uses of assessment:**
 - b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**
- 3c: Understanding and practicing responsible assessment**

Complete the top part of the Portfolio Rubric and turn your portfolios in according to your lab professor's name. Be sure your name has been checked off the list by me as you submit your portfolio.

Using the Decision Making Model and Applying Your knowledge

The Components of the Decision Making Model

- Observe:** What is the problem? The context?
- Decide:** Your observation will tell you what to change
- Take Action:** Carry out the guidance strategy.

Reflect: Think about how things went after you took action.
What went well? What additional changes need to be made?

Activity:

In small groups, use the decision making model to address the challenging behavior on your selected card.

Share your plan with the class.

Pick Up a Review Sheet for the Final Exam

In small groups, construct a review chart for the class on the topic your group was assigned.

Sign up for your exit conference before you leave class today.

Assignments: Study for the Final Exam

Week 15 Final Exam

ECE 251 Assignment Due Dates

Date	Assignment Due
Week 2	Guide #1: Any child, any place
Week 3	Guides #1 and #2
Week 4	Guide #3 Anecdotal Record #1, Focus: Social Play (Parten)
Week 5	Guide #4
Week 6	Guides #8 and #9 MIDTERM
Week 7	Guides #5 and #6
Week 8	Guide #10 and Organized Portfolio Binder
Week 9	Guide #11 Anecdotal Record #2, Focus: Cognitive (Piaget)
Week 10	Guide #12 Anecdotal Record #3, Focus: Emotional (Erickson)
Week 11	Anecdotal Record #4 Focus: Physical (Physical Norms)
Week 12	Anecdotal Record #5 Focus: Prosocial (Consider cognitive and social growth making this possible)
Week 13	Self-Assessment
Week 14	Portfolio (with three additional anecdotal records)
Week 15	Exam and Exit Interview

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: ECE 252 Theory of Early Childhood Education II

2. Originator: Charlene Mara Date: 2/18/2010

3. Academic Unit Dean: Nancy Schoenfeld Date: 2/18/2010

Recommendation: The Human Services & Science Division recommends approval of the title change and course description revision to ECE 252 from Theory of Early childhood Education II to Integrating Theory and Practice II Observing, Recording and Authentic Assessment at the 2/18/10 Division meeting, effective Fall 2010

Rationale: The new course title reflects more accurately the content covered in this course as recommended by our NAEYC National Accreditation process.

4. Recommended: _____ Not Recommended: _____

Academic Affairs Staff: _____ Date: _____

Comments:

5. Recommended: _____ Not Recommended: _____

VP/Academic Affairs: _____ Date: _____

Comments:

6. Recommended: _____ Not Recommended: _____

Academic Affairs Committee _____ Date: _____

Comments:

7. Approved: _____ Not Approved: _____

VP/Academic Affairs: _____ Date: _____

Comments:

Quinsigamond Community College

Request For A New Course Or Course Revision

Course Discipline Early Childhood Education Division Human Services and Science
Date February 3, 2010

Course Title Theory of Early Childhood Education II:

Course Number ECE 252

Lecture Hours 45 Credits 3 Clinic Hrs _____ Lab Hrs _____

Prerequisite ECE 231, ECE 251, ECE 253 Corequisite ECE 232, ECE 252

Application As Elective? none

Course Effective Term Fall Year 2010

1) Does This Course Replace Another Course? _____ Yes X No

Which Course? _____

If Revision, Rationale For Revision Should Be Given Here:

The new course title reflects more accurately the content covered in this course as recommended by our NAEYC National Accreditation process

2) Is Course Content Similar To Other Courses Now Offered? _____ Yes X No

If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

3) For Whom Is This Course Designed? All Early Childhood AA Degree Students

4) Required Course? X Yes _____ No **Required For All ECE AA degree students**

5) Expected Enrollment Per Term 55 Per Year 55

6) Additional Staff? _____ Yes X No **Number Of Additional Staff** _____

7) Additional Space? _____ Yes X No **Amount Of Additional Space** _____

8) Additional Equipment? _____ Yes X No **Additional Cost \$** _____

9) Additional LRC Materials? _____ Yes X No **Estimated Cost \$** _____

Signature: _____ (Library Services Director)

10) Text And Related Materials Week By Week Plans for Documenting Children's Development 5th edition

11) Attach Course Description And Outline To This Page

Current Course:

ECE 252 Theory of Early Childhood Education II 3 credits

This course focuses on observation, documentation and assessment of young children based on the developmental theories covered in ECE 251 Theory of Early Childhood Education I. Students conduct extensive observations of young children in natural settings. Students record their observations and interpret the data. The course provides students with a working knowledge of young children with special needs, individual planning for inclusion, anti-bias strategies for inclusion and professional portfolio development.

Prerequisites: ENG 101, ECE 101, ECE 102, ECE 231, ECE 251, ECE 252.[ECE 112 (not required for transfer track)]

Corequisites: ECE 232, ECE 254. F/S

Proposed:**ECE 252 Integrating Theory and Practice II: Observing, Recording and Authentic Assessment
3 credits**

This course focuses on observation, documentation and assessment of young children based on the developmental theories covered in ECE 251 Integrating Theory and Practice I: Guidance of Young Children I. Students conduct extensive observations of young children in natural settings. Students record their observations and interpret the data. The course provides students with a working knowledge of young children with special needs, individual planning for inclusion, anti-bias strategies for inclusion and professional portfolio development.

Prerequisites: ENG 101, ECE 101, ECE 102, ECE 231, ECE 251, ECE 252.[ECE 112 (not required for transfer track)]

Corequisites: ECE 232, ECE 254. F/S

Course Requirements/Outcomes:

1. Connect observations and documentations to the developmental spectrum of young children
2. Review and application of observation and documentation tools.
3. Introduction to the four Dept. of Early Education and Care approved assessment systems.
4. Examine implications of observation on practice and curriculum.
5. Interpret observations as they relate to typical and atypical development.

Course Methodology and Assessment of Students (including NAEYC Standards in relationship to course outcomes)

1. Course Outcome: Connect observations and documentations to the developmental spectrum of young children.

- Examine young children's behavior on an ongoing basis
- Classify young children's behavior into developmental domains
- Analyze behavior according to developmental theory

NAEYC Standards

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

Method: Students will conduct ongoing observations of children in a ECE program setting. These observations will be recorded and analyzed according to developmental norms and theories covered in ECE 251 and ECE 252. .

Method: Students will continue to read about and discuss theories of development related to young children and connect these theories with their observations. Observations will be shared in class with the student's teaching team.

Assessment: Students will compile a portfolio encompassing the four assessment systems identified by the state of Massachusetts with the supported observations. In this portfolio the students will reflect upon the child's developmental progression in the following areas: self-identity, emotional development, social play, prosocial behavior, large and small motor skills, cognitive development, spoken language, prewriting and pre-reading, art skills, imagination and how it is applied to the assessment systems.

2. Course Outcome: Review and application of observation and documentation tools.

- Observe, record and interpret young children's behavior on an ongoing basis
- Use variety of record methods and tools

NAEYC Standards:

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

3a. Understanding the goals, benefits, and uses of assessment

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c. Understanding and practicing responsible assessment

Method: Students will conduct on going observations of children in an ECE setting using a variety of recording/observation tools. These observations will include the use of the class list log, anecdotal records, running records, frequency counts, time samples, rating scales, work samples and developmental checklists.

Method: Student will review tools and their effectiveness according to developmental norms and theories covered in ECE 251 and ECE 252. Students will continue to read about and discuss theories of development related to young children and connect these theories with their observations.

Assessment: Students will compile a portfolio of documentation/observation tools. In this portfolio the students will review child development under the following domains: self-identity, emotional development, social play, prosocial behavior, large and small motor skills, cognitive development, spoken language, prewriting and pre reading, art skills, imagination. Students will provide reflections upon the use of the tools and their effectiveness in capturing the information needed for authentic assessment of a child's skills.

3. Course Outcome: Introduction to the four Dept. of Early Education and Care approved assessment systems.

- Use of Ages and Stages, Creative Curriculum, Work Sampling, and High Scope assessment systems
- Application of observations to assessment systems

NAEYC Standards:

- 3a.** Understanding the goals, benefits, and uses of assessment
- 3b.** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c.** Understanding and practicing responsible assessment
- 3d:** Knowing about assessment partnerships with families and other professionals
- 4c:** Understanding content and knowledge in early education
- 5b:** Knowing about and upholding ethical standards and other professional guidelines

Method: Students will apply observations to each system. Student will review each system and the effectiveness in capturing development of children.

Assessment: Students will compile a portfolio with each assessment system and its use in evidence. Students will write a review of the assessment systems use and effectiveness for assessment.

4. Course Outcome: Examine implications of observation on practice and curriculum

- Interpret how observations can enhance, create, and further curriculum development
- Use of observation as an environmental assessment tool
- Use of observation for self reflection

NAEYC Standards:

- 1a:** Knowing and understanding young children’s characteristics and needs
- 1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
- 3b.** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 4b:** Using developmentally effective approaches
- 4d:** Building meaningful curriculum
- 5b:** Knowing about and upholding ethical standards and other professional guidelines

Method: Students will apply observations to their classroom experiences. Students will review their own and their peer’s curriculum and its execution during Lead Teacher rotation. Students will use what they have observed to development appropriate curriculum.

Assessment: Students will complete a reflective review of their Lead Teacher rotation and the curriculum presented to the children during that time. Students will write a review of their team members Lead Teacher rotation.

5.Course Outcome: Interpret observations as they relate to typical and atypical development.

- Review typical developmental norms.
- Identification of “red flag” indicators of atypical development
- Use of observation and assessment as support when there is a concern regarding a child’s development.

NAEYC STANDARDS:

- 1a:** Knowing and understanding young children’s characteristics and needs
- 1b:** Knowing and understanding the multiple influences on development and learning
- 2b:** Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c:** Involving families and communities in their children’s development and learning
- 3a.** Understanding the goals, benefits, and uses of assessment
- 3b.** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c.** Understanding and practicing responsible assessment
- 3d:** Knowing about assessment partnerships with families and other professional
- 4b:** Using developmentally effective approaches
- 5b:** Knowing about and upholding ethical standards and other professional guidelines
- 5c:** Engaging in continuous, collaborative learning to inform practice
- 5e.** Engaging in informed advocacy for children and the profession

Methodology:

Methods of instruction for this course will be (but are not limited to): lecture, group discussion, small group work, individual work, video viewing, guest speakers, and active student engagement.

Text:

Week By Week: Plans for Documenting Children's Development written by Barbara Ann Nilsen
fourth edition Thomson-Delmar Learning Publishers

The following materials will be used however students will not need to purchase:

- Creative Curriculum Assessment System
- Ages and Stages
- Work Sampling Assessment System
- High Scope Assessment System
- Additional handouts and lecture notes
- Text books from ECE 251 Theory of Early Childhood Education I will be used for reference.

Concerning Students with Special Needs

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

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 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 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.

Student Discipline Policy- Refer to the QCC Student Handbook.

Attendance Policy

Attendance at class is expected. Missing more than two classes can result in a grade of “Incomplete”. Not attending class will result in a lower grade. Students are responsible for any missed assignments, class notes, and information. Late assignments will be automatically lowered by five points for everyday late including weekends. The instructor is to be notified of any absences immediately.

Cell Phone and Electronics Policy

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. If a student uses any electronic device during class that is not assistive in nature they will be excused from class and will receive a zero for attendance for that class. Text messaging is NOT allowed during class at any time. Student who text message during class will be given an absence for the class and maybe asked to leave.

Classroom Conduct

In an effort to create a class atmosphere conducive to a productive academic environment Quinsigamond Community College supports the following steps to promote civility in our classroom.

Ten Steps to Promote Positive Classroom Etiquette

1. Students are expected to attend all scheduled classes.
2. Students are expected to be in class on time.
3. Students are expected to remain in class for the entire instructional period.
4. Students are expected to remain alert throughout the entire instructional period.
5. Students are expected to come to class free of alcohol or drugs.
6. Students are expected to be respectful of opposing opinions.
7. Students are expected not to interrupt a faculty member or other students when they are speaking.
8. Students are expected to address student specific concerns prior to or after the instructional period.
9. Students are expected to use respectful language throughout the instructional period.
10. Students are expected to receive the faculty’s permission prior to using cell phones, laptops, or other electronic equipment.

Assignments with grade weight

• Portfolio	25%
• Review of Assessment System	20%
• Self assessment of Lead Teacher Rotation	20%
• Assessment of team member Lead Teacher Rotation	15%
• Homework (Observations and Reading Homework)	10% (credit/no credit)
• Attendance/Participation	10% (credit/no credit)

Assignments must be completed to pass this course. Student with incomplete or missing assignments will not pass the course. This does not apply to credit/no credit assignments.

****The instructor reserves the right to make changes or modifications to the weighting of assignments and/or the assignments themselves.****

**QUINSIGAMOND COMMUNITY COLLEGE
COURSE APPROVAL/REVISION
CURRICULUM APPROVAL/REVISION
PROGRAM REVISION
ACTION FORM**

1. Course/Program Title: SCI 135 Introduction to Astronomy

2. Originator: Andria Schwartz

Date: 11/19/09

3. Academic Unit Dean: Nancy Schoenfeld

Date: 11/19/09

Recommendation: The Human Services & Science Division recommends approval of prerequisite change for SCI 135 from ENG 100 to ENG 101 at the 11/19/09 Division meeting, effective Fall 2010. A change in the description to accommodate the prerequisite change was approved at the 2/18/10 Division meeting.

Rationale: In this course, SCI 135, students are given writing assignments including a final research paper. Consultation with the English Department resulted in a recommendation from that department to raise the English prerequisite to ENG 101 so that students will possess the necessary skills for success on the final research paper.

4. Recommended: _____ Not Recommended: _____

Academic Affairs Staff: _____ Date: _____

Comments:

5. Recommended: _____ Not Recommended: _____

VP/Academic Affairs: _____ Date: _____

Comments:

6. Recommended: _____ Not Recommended: _____

Academic Affairs Committee _____ Date: _____

Comments:

7. Approved: _____ Not Approved: _____

VP/Academic Affairs: _____ Date: _____

Comments:

Quinsigamond Community College

Request For A New Course Or Course Revision

Course Discipline Science Division Human Services and Science
Date 4/16/09

Course Title Introduction to Astronomy

Course Number SCI 135

Lecture Hours 3 Credits 3 Clinic Hrs 0 Lab Hrs 0

Prerequisite MAT 090, ENG 100 Corequisite _____

Application As Elective? Science

Course Effective Term Fall Year 2010

1) Does This Course Replace Another Course? _____ Yes X No
Which Course? N/A

If Revision, Rationale For Revision Should Be Given Here:

In this course, SCI 135, students are given writing assignments including a final research paper. Consultation with the English Department resulted in a recommendation from that department to raise the English prerequisite to ENG 101 so that students will possess the necessary skills for success on the final research paper. A change in the course description indicates the requirement of the research paper.

2) Is Course Content Similar To Other Courses Now Offered? _____ Yes ___X___ No
If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

3) For Whom Is This Course Designed? Students requiring 3 credit of lecture science

4) Required Course? _____ Yes ___X___ No Required For _____

5) Expected Enrollment Per Term 20 Per Year 40

6) Additional Staff? _____ Yes ___X___ No Number Of Additional Staff _____

7) Additional Space? _____ Yes ___X___ No Amount Of Additional Space _____

8) Additional Equipment? _____ Yes ___X___ No Additional Cost \$ _____

9) Additional LRC Materials? _____ Yes ___X___ No Estimated Cost \$ _____

Signature: _____ (Library Services Director)

10) Text And Related Materials Schneider/Arny – Pathways to Astronomy

11) Attach Course Description And Outline To This Page

Current

SCI 135 Introduction to Astronomy - 3 credits

This course consists of a survey of historical knowledge about astronomy, as well as recent developments in the field. Topics include constellations, coordinates, light, Solar System planets, the sun, stars, galaxies, and conditions for life on other planets. Students perform out-of-class projects including observational aspects of astronomy, such as the night sky, moon phases, and the seasons.

Prerequisites: ENG 100, MAT 090 or equivalent placement scores.

Proposed

SCI 135 Introduction to Astronomy - 3 credits

This course consists of a survey of historical knowledge about astronomy and recent developments in the field. Students critically evaluate multiple sources of information and write a research paper. Topics include constellations, coordinates, light, Solar System planets, the sun, stars, galaxies, and conditions for life on other planets. Students perform out-of-class projects including observational aspects of astronomy, such as the night sky, moon phases, and the seasons.

Prerequisites: MAT 090 with a "C" or better in MAT 090 on departmental exam or appropriate placement score and ENG 101

SCI 135-B1: Introduction to Astronomy

Course Information Introduction to Astronomy
SCI 135

Instructor Information

Course Description SCI 135 – Introduction to Astronomy – 3 Credits
This course consists of a survey of historical knowledge about astronomy and recent developments in the field. Students critically evaluate multiple sources of information and write a research paper. Topics include constellations, coordinates, light, Solar System planets, the sun, stars, galaxies, and conditions for life on other planets. Students perform out-of-class projects including observational aspects of astronomy, such as the night sky, moon phases, and the seasons.
Prerequisites: MAT 090 with a “C” or better in MAT 090 on departmental exam or appropriate placement score and ENG 101

Required Text Schneider, Steven and Thomas Arny. Pathways to Astronomy. ISBN: 0072922087, ~\$92.50.
QCC Bookstore webpage: <http://bookstore.qcc.mass.edu/>

Recommended Additional Text Ray, H.A. The Stars: A New Way to See Them. Any edition, ~\$20.
The bookstore was unable to obtain this book since it is technically out of print, however most libraries and Barnes and Noble stores do have the book in stock. A copy is on 2-hour in-library reserve at the QCC Library.

Instructional Objectives and Goals

- Recognize how the universe is governed by simple rules that apply to everything.
- Understand astronomy in the media.
- Understand that "science words" are tools.
- Be able to explain common ideas in Astronomy in everyday words.
- Develop critical thinking skills.

Teaching Procedures This course will be taught through a variety of methods. Readings from the texts and online sources will introduce content, with instructor notes and outlines providing guidance and focus. Group discussion in response to questions will be used to help students practice the ideas they learn and exercise their reasoning skills. Student-led presentations and peer review of papers will create resident experts in material in which all students will become familiar.

Student Expectations

Students are expected to seek additional help from the course instructor as needed – professors appreciate it when students make the extra effort and ask for assistance or clarification. While the instructor will do everything possible to monitor your learning progress, it is your responsibility to ask for help when you find concepts difficult.

Although this is a science course, it does not exist in isolation from the rest of your education: you will need to give written descriptions, and be able to interpret diagrams and pictures. Expect to spend up to four hours studying and participating online for each credit-hour of the course. Should you need extra help in the course, first make sure you are spending a sufficient amount of time going over the Course Materials and textbook (if you haven't hit 12 hours, consider studying more). Extra help is also available from me during my Office Hours or by appointment, and QCC subscribes to online tutoring (free to you) at <https://www.smarthinking.com/>.

Late Add Students who add the course during Add/Drop period (as shown in their student records) are still

responsible for the missed content and must make up any missed work.

Prerequisites

This course has prerequisites of MAT 090 and ENG 100. This means that students are expected to be able to perform arithmetic from addition through reducing fractions (with the assistance of a calculator), and are expected to be able to write an essay with appropriate spelling and sentence structure. If you are not able to perform those tasks, you will not be able to succeed in this course.

Late Work

Late worksheets and projects will lose 10% (1 point out of 10) for every day late (regardless of day of the week or whether campus is open on that day). Late work will never lose more than half of the earned points (for example, if the assignment is worth 10 points, and your work should earn you 8 points if on time, it will earn 7 points if a day late, 6 points two days late, 5 points three days late, and 4 points four days late or later.

Worksheets and projects handed in more than a week late will not be accepted. Discussion posted after the end of the class “week” will not earn any credit. Quizzes will be closed at the end of the class “week” and cannot be completed for credit after that time.

Technology problems are NOT an acceptable excuse for late work. One of your assignments during the first week will be to create a “Technology Snow Day Plan” where you will identify an alternate computer and location (such as a public library or a friend’s house) you can use should there be problems with the one you prefer to use. Should your preferred computer implode, you are expected to enact your “Technology Snow Day Plan” and still complete the assignment on time. Be sure not to leave assignments to the last minute so that should something go wrong you will still have time to get to your backup location to complete the assignment.

Exceptions can be made in dire circumstances, such as large scale natural disasters (like the power outages in December 2008), being thrown in jail, getting a car crash, or military deployment, or by prior arrangement with the professor, and will be dealt with on a case-by-case basis. You will be expected to show proof of the incident and your involvement (for example school records of your address for a natural disaster, a prison or hospital discharge notice, or deployment notification).

Special Needs

Students with special needs may provide the instructor with an accommodation sheet from Disabilities Services. As per Quinsig policy, the instructor will make necessary accommodations as indicated on the sheet for all assignments after that date (such as using special file formats due to use of a screen reader, or extended testing time due to a physical or other disability).

The Disability Services Office is located in room 246A (Administration Building second floor), disabilityservices@qcc.mass.edu, 508-854-4471, or TTY 508-854-4524.

Plagiarism

The official QCC definition of plagiarism may be found in the student handbook. Plagiarism includes copying on a quiz, buying essays online, or otherwise turning in work that is not your own. Examples I have seen range from "mild" and likely accidental cases such as answering discussion questions by copying directly from the textbook or using pictures from the internet without credit, to clearly intentional acts of cheating such as copying quiz answers from a classmate or buying essays online.

If you are not sure whether something is plagiarism, feel free to ask me—asking does not mean that you would do it; it just means that you want to understand the school policy and my policy better so that you can better follow the rules.

Plagiarism or cheating on an assignment or quiz will result in a zero on that assignment for all individuals involved. A second incidence will result in a grade of F for the class, and both the Dean of Students and of the specific course will be informed, potentially leading to permanent dismissal from the college.

Don’t test me on this. In my four years at Quinsig I have already caught two students who bought assignments online; one voluntarily left the college and the other has been kicked out. I pride myself on being fair but tough. If you forget to cite a source once, I’ll give you a second chance, but if you deliberately cheat or plagiarize twice I will throw the book at you.

Library Access

All students are required to obtain a QCC Library barcode so they may access library resources online.

You will need access to the "Science Online" database to complete some research assignments.

- To access the QCC Library website: <http://www.qcc.mass.edu/library/>
- To get a QCC Library barcode, as soon as you log on to the QCC Blackboard and before you enter this specific course, or once you are inside this course, click "My QCC" in the upper right, and you should see a section on the right named "Campus Announcements" and underneath that is "Register Online for your Alden Library Barcode!"

Computer Usage

All students in this class are expected to be computer literate. Students will use computers to participate in discussion, answer questions from the instructor, communicate content to their peers, read content online, watch videos, take quizzes, and submit essays and worksheets. Students should check the course website at least once a day.

Students who do not have access to a computer at home may use computers on campus at the ILC or the Harrington Center in the Admin building, or at other public locations such as their local library. Technical assistance for Blackboard, MS Word, or other computer tasks is available from the QCC Helpdesk at help@qcc.mass.edu or 508-854-4427.

Unless otherwise indicated, files should be submitted in MS Word 2003 format. If you are using MS Word 2007, under pick "Save As..." and "2003 Compatibility Mode". If you do not have MS Word, please contact the instructor directly via the Mail tool in Blackboard to make alternate arrangements for reading and submitting files.

Grading Policy

Student understanding will be gained and assessed through multiple methods: discussion, worksheets, projects, quizzes, and a final paper. This will be a lot of work, but if you start off on the right foot and keep up with things, you will find the work greatly enhances your understanding of difficult topics. I do not do "grade inflation" of individual assignments or overall grades. I will only curve if we find that a quiz question is poorly worded or students' answers reveal that there was an error in how the material was taught. Should extra credit be necessary it will be offered to the whole class.

Each class "week" starting on Wednesdays, a new week's worth of content and work will be released. Start off by reading the "This Week" section, which will briefly summarize the goals of the week and outline the week's assignments. Each week will contain three assignments; one will always be a timed open-book Quiz, and the other two will vary each week, such as a discussion, a worksheet, or an essay.

Discussion and Worksheets - 40%

Every week discussion questions will be posted to the course management system. Students are expected to participate in discussion in two ways: posting their own individual response to the questions earlier in the week (usually Day 3), and responding to their peers later in the week (usually Day 6).

Discussion questions and activities will be based upon the week's Course Materials: "lecture" videos and PowerPoint slides from the instructor, readings from the text, and occasional other sources such as Star Maps or assigned websites. Participation will be graded on a scale from 0-3, with 0 being did not post, or post lacked substance ("I agree"), 1 being posted but did not interact with peers or did not address the question asked, 2 being addressed the question and interacted with peers, and 3 being digs deeper into the issue and critically considers peers' opinions and statements.

Worksheets will typically be a 2-page MS Word document where you will need to answer a series of questions based upon the week's Course Materials, fill out a chart, or arrange images (by dragging them into the appropriate locations within the MS Word file). Worksheets may be discussed with classmates, but each individual should use their own words in the copy turned in to the Assignment Dropbox.

Projects and Papers - 30%

There will be a few projects throughout the semester, and some may be performed individually and others in groups. Projects may include things such as serving as a "peer expert" on an assigned topic, building a list of helpful webpages, or writing opinion or research papers. Projects must be worked on individually unless otherwise indicated.

Projects will be posted in a top-level Projects folder (along side the "Start Here" folder, Syllabus, and the Weeks), and you will be reminded when to look at the projects in the Projects folder.

There will be a final research paper due at the end of the semester. To help keep you on track, you will be required to turn in intermediate steps such as an outline and a draft. These intermediate steps will count EQUALLY to the final version – if you turn in a final paper but no outline or draft you will only be able to earn up to 1/3 of the total points (33%), and that's only if the final paper is perfect.

Quizzes - 30%

Quizzes will take place weekly. You will be allowed 20 minutes to complete the quiz in one session, and the quizzes will typically consist of 1-3 short questions. They will be open book/notes, and questions may come directly from the Course Materials or discussion. Quizzes must be worked on individually; "collaborating" on a quiz will be considered cheating and will be treated as per the cheating/plagiarism policy.

Grades

Below is the QCC rubric for determining how numerical averages will be assigned letter grades. There is no curving in this course, and should extra credit be necessary it will be offered to the whole class.

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

Communication Guidelines

File Format

Unless otherwise indicated, files should be submitted in MS Word 2003 format (if you are using Windows), or MS Word 2004 format (if you are using a Mac) – both of these formats are readable by both Macs and PCs, I know because I use both myself. If you are using MS Word 2007 (for Windows, this is what's in most computer labs at QCC), under "Save As..." pick "2003 Compatibility Mode".

Most assignments will be posted as pages within the Blackboard system. Worksheets will be posted as MS Word 2003 files. Other readings will be posted as pages within Blackboard, links to outside webpages, or as .pdf files.

If you do not have access to MS Word, please contact me directly using the Mail tool to make alternate arrangements for file submissions and for reading Worksheets.

Discussion

Each week at least one discussion question or topic will be posted to that week's "Assignment Info" section. Early on in the week you will be instructed to post your own thoughts on the topic, and later in the week you will respond to your peers' thoughts. You will be given deadlines for these, and you will be graded based upon the thoroughness of your response. Unless otherwise indicated, only posts in the Discussion tool count; mails and chats do not count.

Please use a descriptive subject line with your original post. BAD examples could be "Response to question" or "My opinion". A good subject line will tell us exactly what you're getting at in your post.

Discussion participation will be graded on a scale of 0-3:

- 0 = did not post, or post lacked substance ("I agree")
1 = posted an answer to original question, but did not interact with peers; or posted an answer but did not address the question asked
2 = addressed the question and interacted with peers
3 = digs deeper into the issue and critically considers peers' opinions and statements

It is my goal to respond to one post by each individual every week, and to read every post.

Students are expected to keep their language professional and intelligible, as they would in a face-to-face class – this means no curses, good enough grammar for us to tell if you're saying "Yes" or "No," and please limit your txtspk. Failure to follow these rules will impact your Discussion grade.

Worksheets

When you are given a worksheet to complete, it will be discussed briefly in the Assignment Info section of the week, and the full details will be found in the associated Assignment Dropbox. Files will be in MS Word 2003 format, and should be submitted via the Assignment Dropbox in MS Word 2003 format.

There will be a discussion page for each worksheet so that you may work on it with your classmates, however each individual must submit their own completed worksheet, and must use their own words.

Additional Questions

Each week will have an ungraded Discussion section titled Further Questions for any additional questions you may have for me or for your classmates. These may be questions about the content, questions about assignments, or technical questions. Items posted here will NOT count towards your Discussion grade. Feel free to answer your classmates' questions if you think you know the answer.

Should you wish to direct a question to me specifically, use the Mail tool within Blackboard. If you try asking me a question in the Discussion, do not guarantee I will catch it, so send me a Mail instead.

Synchronous chats may be arranged upon request, as can phone conversations.

If you are able to come to QCC in person, you are also welcome to visit me in my office (318-S, behind the biology lab) during my office hours, or to make another appointment to see me.

Instructor Expectations I will:

- I will check the Discussion once a day during the week, and once over the weekend or holidays. I will attempt to respond to one post by each individual every week.
- I will respond to Mails within 24 hours on weekdays, 48 hours on weekends, or by the end of holiday weekends.
- I will grade Discussions, Worksheets, and Quizzes within 1 week of the close of the course "week," and Projects within 2 weeks.

I will not:

- I will not respond to Discussion posts or Mails before 8am or after 10pm. (You can post outside those hours, but I won't read them until the next day.)
- I will not respond to Mails or accept Discussions or other assignments that are in ALL CAPS, have unintelligible spelling or grammar, use curses or other foul language, or use txtspk. (If you check the course from your phone, you still have to spell everything out like you're writing a professional letter.)

Technical Questions

Technical assistance for Blackboard, MS Word, or other computer tasks is available from the QCC Helpdesk at LMSHELP@qcc.mass.edu or 508-854-4427.

FAQs

What type of computer do I need?

Any computer that can access the internet – I use Windows XP in my office, and a Mac at home. Both work equally well, though I find on my Mac that Firefox is a little better than Safari. You need to allow popups in your browser.

For more detailed technical requirements, I suggest visiting this webpage:
<http://continuinged.uml.edu/online/techrequire.htm>

What software do I need on my computer? You need a browser (Internet Explorer, Firefox, Safari), and you need MS Word. If you do not have MS Word, please contact me directly to make alternate arrangements for file submissions and for reading Worksheets.

How often should I log in to my Blackboard account? Ideally, once a day.
I recommend you visit the course on the first day of the course "week" (Wednesdays) to see what the new week is all about, and what assignments you will have. You should participate in each discussion at least twice a week – once to make your initial posting, and once to respond to your classmates' posts. You will need to also log in to submit other assignments, and near the end of the week you should take the weekly quiz.

Aren't online courses known for being really easy/hard? This online course was designed to be identical in content and assessment to the face-to-face section, with only the presentation format being different. However, one really important thing to keep in mind for online courses is that you need to motivate yourself to do the work, you won't be seeing me every other day and have me collecting work by hand and guilting you into doing it.

In the end, yes there's a lot of work in this online course, but I give just as much work in the face-to-face version, and you can probably get even more individual attention in this online course through the discussion topics and the Mail feature.

What happens if I don't do an assignment on time? You will lose points, but you should still complete it for partial credit and so you can learn the material. Quizzes will disappear after the due date, so if you do not complete a quiz on time you will not be able to earn any credit.

What if I know ahead of time that I'm going to have a problem with a deadline? I expect that problems like this will be rare. Since this is an online course, things are arranged so that you can always turn in assignments early. For example, if you know you're going to be unable to take a quiz on a given date, you will actually have 7 full days to take the quiz, so pick one of the other 6.

If something does come up, like you're going to be on a training mission for a few days and will not be able to respond to classmates' discussions on time, or if you're extending your Spring Break in Cancun, please contact me at least one week BEFORE the event and we will make alternate arrangements.

If an emergency comes up and you are unable to contact me until after you have missed the deadline for an assignment, I will require EVIDENCE of the cause to determine whether allowing you to make up the work is appropriate, and the evidence must be produced within ONE WEEK of returning to the class.

This will be determined on a case-by-case basis, but some examples could be a parent whose child is in the hospital for a few days (show me paperwork from the hospital), being in jail for a few days (show me a prison discharge notice), or students in the military who are unexpectedly deployed (show me documentation that says you were deployed). Whether to allow work to be made up and the deadline for made up work are at my discretion and will depend upon your circumstances. More than one week of missed work will typically NOT be allowed to be made up, though an Incomplete or Incomplete Repeat might be appropriate in this situation.

Technology failures will not be acceptable excuses. You are expected to work on assignments early so that if something goes wrong, you still have time to implement your backup plan, which you will be developing in the first week of class.

Will the credit for this course transfer to another school? Most schools accept credit from online courses, but not all. Your QCC transcript does not indicate which courses you took were online vs. face-to-face.

This course is NOT a lab course however, and will not be accepted for lab credit at any other schools. It is also not intended to place you out of other schools' Astronomy 101 courses. If either of those is your goal, please consider taking our SCI 140 (Astronomy I: Close to Home) face-to-face course instead.

For more details, contact your intended school's registrar, QCC's Registrar (qccreg@qcc.mass.edu, 508-854-4257), or QCC's Transfer Office (ddelatorre@qcc.mass.edu, 508-854-4404).

How much time will this course take?

Expect to spend up to four hours studying and participating online for each credit-hour of the course (so 3 credits times 4 = 12 hours per week). This is a maximum – for many students this much will not be required, but if you are struggling with the material and assignments the first thing you should consider is whether you have been devoting enough time to the course.

Your time will be spent reading or watching course materials posted in Blackboard, performing assigned readings in the textbook and supplemental sources such as other webpages, participating in discussions in Blackboard, completing worksheets, and researching and writing papers.

What do your "Office Hours" mean for an online course?

My office hours (MWF 11am-12noon) are the times that I am guaranteed to be located in my office at QCC (Room 318S - located through the 317 biology lab and hidden behind the refrigerators). This means that during those times you can come to campus and see me or you can call me on my office phone (508-854-7495), and I am also available for Chats in the course by request.

I understand that these hours are not good for all students, so I am also available by appointment in my office (phone or in person) MWF at other times during the day, and on Chats most TuTh during the day, some evenings, and some weekends. (Chat sessions are by appointment only.) If you wish to schedule an appointment, please either send me a Mail in the course, or an email (aschwartz@qcc.mass.edu).

Students who miss two scheduled appointments (whether face-to-face, phone, or in Chat) with me in a row will not be given a third chance.

Topics

A preliminary list of topics and assignments to be covered in this course and deadlines is below. Topics or their order may change at instructor discretion.

Week	Topic	Reading	Assignment	Date Assigned	Date Due
Week 1	Housekeeping	Start Here Syllabus	Discussion 1.1: Introductions	Day 1	Day 3, 6
			Discussion 1.2: Technology Access Plan	Day 1	Day 3, 6
			Mail Library Barcode	Day 1	Day 7
			Quiz 1	Day 1	Day 7
Week 2	What is Science?	Schneider: Units 1-4, Appendix: Scientific Notation	Discussion 2.1: Scientific Method Examples	Day 1	Day 3, 6
			Project 1a: Resource Building	Day 1	Day 3, 6
			Project 2a: Constellation Choices	Day 1	Day 6
			Quiz 2	Day 1	Day 7
Week 3	The Stationary Sky	Rey: Parts 1, 2, 4 Schneider: Units 5, 12-13, 31	Discussion 3: The Night Sky	Day 1	Day 4, 6
			Project 2b: Constellation Experts	Day 1	Day 4, 6
			Quiz 3	Day 1	Day 7
Week 4	The Changing Sky - The Seasons	Rey: Part 3 Schneider: Units 6-7, 9, 11	Worksheet 4.1: Coordinates and Star Maps	Day 1	Day 4
			Worksheet 4.2: Seasons	Day 1	Day 6
			Quiz 4	Day 1	Day 7
Week 5	The Changing Sky - The Moon	Schneider: Units 8, 10-11, 37	Worksheet 5.1: Moon Phases	Day 1	Day 4
			Worksheet 5.2: Eclipses	Day 1	Day 6

			Quiz 5	Day 1	Day 7
Week 6	Gravity	Schneider: Units 14-19	Discussion 6.1: Gravity	Day 1	Day 4, 6
			Project 1b: Resource Building Revisited	Day 1	Day 5, 7
			Quiz 6	Day 1	Day 7
Week 7	The Solar System	Schneider: Units 11, 32-48	Discussion 7.1: Surviving on the Moon	Day 1	Day 4, 6
			Discussion 7.2: Pluto's planetary status	Day 1	Day 5, 7
			Quiz 7	Day 1	Day 7
Week 8	What is Light? The Electromagnetic Spectrum	Schneider: Units 21-22, 30-31	Discussion 8.1: Uses of the EM Spectrum	Day 1	Day 3, 7
			Discussion 8.2: Temperatures of the Planets	Day 1	Day 3, 7
			Quiz 8	Day 1	Day 7
Week 9	How is Light Produced? Spectral Types	Schneider: Units 23-29	Discussion 9.1: Atoms and Spectra	Day 1	Day 3, 6
			Project 3: Movie Review	Day 1	Day 7
			Quiz 9	Day 1	Day 7
Week 10	The Life of a Star	Schneider: Units 49-50, 55, 57-58	Discussion 10.1/2: Stellar Classification	Day 1	Day 3, 5, 7
			Project 4a: Three Topics	Day 1	Day 4, 6
			Quiz 10	Day 1	Day 7
Week 11	Star Death	Schneider: Units 59-69	Worksheet 11.1: HR Diagram	Day 1	Day 6
			Project 4b: Outline	Day 1	Day 4, 7
			Quiz 11	Day 1	Day 7
Week 12	Galaxies	Schneider: Units 70-75	Discussion 12.1: TBA	Day 1	Day 3, 6
			Project 4c: Draft	Day 1	Day 4, 7
			Quiz 12	Day 1	Day 7
Week 13	Cosmology	Schneider: Units 78-82	Discussion 13.1: The End of the Universe	Day 1	Day 4, 6
			Project 4d: Paper	Day 1	Day 7
			Quiz 13	Day 1	Day 7
Week 14	The Search for Life	Schneider: Units 83-84	Discussion 14.1: Decisions in Space Exploration	Day 1	Day 4, 6
			Project 1c: Resource Building	Day 1	Day 5, 7
			Quiz 14 (Post-test)	Day 1	Day 7

Memorandum

February 26, 2010

To: Academic Affairs Staff

From: Kathy Rentsch, Dean, Business & Technology Division

Subj: Point of Information – Fast Track Sequence Changes

The attached program grids illustrate sequence changes to the Business Administration/Transfer – Associate in Science – *FastTrack* Option. This represents a revision of the document brought through Academic Affairs Committee as an informational item in October 2009. No courses are being removed, replaced, or revised from the October 2009 document.

In general terms, these changes allow students to take the first three courses in the sequence concurrent with ENG 100, thus providing better sequencing according to course pre-requisites.

Because it was determined in October 2009 that this sort of course sequencing issue did not require governance approval, this change is presented as an informational item.

Business Administration/Transfer – Associate in Science – FastTrack Option
 CURRENT (As taken to Academic Affairs as an informational item on October 13, 2009)

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Introduction to Microcomputers <u>or</u>	CIS 111				3	
Advanced Microcomputer Applications†	CIS 112				3	CIS 111
Introduction to Business or General Elective†	MGT 101				3	ENG 100 or approp place score
Principles of Management or Business Elective* †	MGT 211				3	ENG 100 or approp place score
English Composition & Literature I	ENG 101				3	ENG 100 or approp place score
Financial Accounting I	ACC 101				3	ENG 100 or approp place score, MAT 090
Financial Accounting II	ACC 102				3	ACC 101, CIS 111 or CIS 112
Speech Communications Skills <u>or</u> Humanities Elective†	SPH 101				3	ENG 101
Critical Thinking and Problem Solving <u>or</u> Humanities Elective†	HUM 101				3	Coreq ENG 100 or approp place score
Managerial Accounting	ACC 222				3	ACC 102
Principles of Marketing <u>or</u> Business Elective*†	MRK 201				3	ENG 100 or approp place score
English Composition & Literature II	ENG 102				3	ENG 101 or approp place score
Principles of Macroeconomics	ECO 215				3	ENG 100 or approp place score
Principles of Microeconomics	ECO 216				3	ENG 100 or approp place score
Statistics	MAT 122				3	MAT 099 or approp place score
Integrated Science: The Living World <u>or</u> Lab Science Elective†	SCI 106				4	ENG 100 and MAT 095 or approp placement scores
Business Law I <u>or</u> Business Elective**†	BSL 101				3	
College Mathematics I: Precalculus <u>or</u>	MAT 123				3	MAT 100 or approp place score
Applied Calculus	MAT 231				3	MAT 123 or approp place score
United States Government <u>or</u> Social Science Elective†	PSC 201				3	ENG 100 or approp place score
Principles of Ecology <u>or</u> Lab Science Elective†	BIO 105				4	MAT 095 or equivalent; and Eng 100 or equivalent
Man and Morality: an Introduction to Ethics <u>or</u> Humanities Elective†	PHI 131				3	Coreq ENG 100 or approp place score
Total Credits Required					62	

*Business Concentration Electives can be found on page 55 of the Catalog and include courses with the designations ACC, BSL, FIN, MGT, and MRK.

† Alternate courses are not offered in the Fast Track accelerated format.

BUSINESS ADMINISTRATION/TRANSFER - Associate in Science - *FastTrack* Option
 PROPOSED

Course Title	Course #	Offered	Plan to Take	Grade	Credits	Prerequisites
Introduction to Microcomputers <u>or</u>	CIS 111				3	CIS 111
Advanced Microcomputer Applications†	CIS 112				3	
Introduction to Business <u>or</u> elective†	BSL 101				3	Coreq ENG 100 or approp place score
Principles of Management <u>or</u> Business Concentration Elective* †	HUM 101				3	
English Composition & Literature I	ENG 101				3	ENG 100 or approp place score
Financial Accounting I	ACC 101				3	ENG 100 or approp place score, MAT 090
Financial Accounting II	ACC 102				3	ACC 101, CIS 111 or CIS 112
Speech Communications Skills <u>or</u> Humanities Elective†	SPH 101				3	ENG 101
Critical Thinking and Problem Solving <u>or</u> Humanities Elective†	MGT 101				3	ENG 100 or approp place score
Managerial Accounting	ACC 222				3	ACC 102
Principles of Marketing <u>or</u> Business Concentration Elective*†	MRK 201				3	ENG 100 or approp place score
English Composition & Literature II	ENG 102				3	ENG 101 or approp place score
Principles of Macroeconomics	ECO 215				3	ENG 100 or approp place score
Principles of Microeconomics	ECO 216				3	ENG 100 or approp place score
Statistics	MAT 122				3	MAT 099 or approp place score
Integrated Science: The Living World <u>or</u> Lab Science Elective†	SCI 106				4	ENG 100 and MAT 095 or approp placement scores
Business Law I <u>or</u> Business Concentration Elective*†	MGT 211				3	ENG 100 or approp place score
College Mathematics I: Precalculus <u>or</u> Applied Calculus MAT 231†	MAT 123				3	MAT 100 or approp place score MAT 123 or approp place score
United States Government <u>or</u> Social Science Elective†	PSC 201				3	ENG 100 or approp place score
Principles of Ecology <u>or</u> Lab Science Elective†	BIO 105				4	MAT 095 or equivalent; and Eng 100 or equivalent
Man and Morality: an Introduction to Ethics <u>or</u> Humanities Elective†	PHI 131				3	Coreq ENG 100 or approp place score
Total Credits Required					62	

* Business Concentration Electives can be found on page 55 and include courses with the designations: ACC, BSL, FIN, MGT and MRK

† Alternate courses are not offered in the *Fast Track*, accelerated format..