



*“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”*

Stephen R. Covey

**Teacher’s Assistant /Instructional Aide  
Program Review  
2011**

**Instructors: Dr. Judith Blyckert & Dawn Olson**

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*An important symptom of an emerging understanding is the capacity to represent a problem in a number of different ways and to approach its solution from varied vantage points; a single, rigid representation is unlikely to suffice.*

-Howard Gardner, *The Unschooled Mind*, 1991, p.13

The 2010 Program Review is compiled to provide a thorough analysis of the Teacher's Assistant A.A.S. Degree program utilizing data that is reflective of the past three years. In addition, this report will address program strengths as well as areas of needed improvement. The Teacher's Assistant program strives towards continuous improvement while it embraces the spirit of the institution's mission statement; Mesabi Range Community & Technical College provides high quality education resulting in rewarding employment, lifelong learning, and the enriched lives of our students and community.

The mission of the Teacher's Assistant Instructional Aide Department is to prepare individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. It also consists of instruction in techniques of

general classroom supervision, guidance, assisting with lessons and carrying out related assignments.

The purpose of the program is to:

- develop the skills necessary in order to work with  
[the entire instructional team to participate within clearly defined roles in a dynamic changing environment to provide an appropriate educational program for students]
- become familiar with and learn how to access individual school district's orientation and training in order to provide quality education and safety for students and staff
- foster effective communication strategies to promote positive interactions with teachers and others responsible for the work of paraprofessionals
- assess individual strengths and weaknesses to develop the skill levels required to fulfill the role of a paraprofessional or teacher's assistant
- establish effective relationships with children and families

from diverse backgrounds

- Maintain a commitment to professionalism

The philosophy of the Teacher's Assistant Instructional Aide

Department is to:

- assist the student in understanding the complexities and dynamic role the paraprofessional plays in the education setting
- provide instruction modeling best practices in order for the student to work under the direction of licensed teachers
- provide practicum experiences to enable students to have practical experience in instructing learners in individual and small group settings
- assist students in understanding the purpose and how to execute functional assessment activities, administer standardized tests (teachers analyze test results), document learner performance, share relevant information with

teachers and participate in program planning teams

The Teacher's Assistant Associate of Applied Science degree consists of 60 semester credits. This degree prepares graduates for employment as a paraprofessional educator in a Kindergarten-12th grade school district or early childhood program. The curriculum is developed to cover the nine Minnesota Core Competency Areas:

- philosophical, historical, and legal foundations of education
- characteristics of learners
- assessment, diagnosis and evaluation
- instructional content and practice
- supporting the teaching and learning environment
- managing student behaviors and social interaction skills
- communication and collaborative partnerships
- professional and ethical practices
- academic instructional skills in math, reading and writing

# C

## hapter 2

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*There are many different ways of understanding, overlapping  
but not reducible to one another and, correspondingly,  
many different ways of teaching to understand.*

-John Passmore, *The Philosophy of Teaching*, 1982, p.210

### Communicate Effectively

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Communicate Effectively **at entry** into program/course in the following ways:

- Online discussion board forums
- Reflection papers
- Reaction papers
- Simulated interviews and home visits
- Practicum experiences
- Creation of Power Point presentations
- Development of an eFolio

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Communicate Effectively ***in program/course progress*** in the following ways:

- Online discussion board forums
- Reflection papers
- Reaction papers
- Simulated interviews and home visits
- Practicum experiences
- Creation of Power Point presentations
- Development of an eFolio

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Communicate Effectively ***at graduation*** in the following ways:

- Exit interview
- Final examination
- Assessment of eFolio which includes the student's resume

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Communicate Effectively ***post graduation*** in the following ways:

- N/A
- Informally through visiting with their employers. Plans are underway for a satisfaction survey to be sent to employers in 2012

## **Think Critically**

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Think Critically *at entry* into program/course in the following ways:

- Responding to discussion posts that require higher level thinking beyond the interpretation of the text

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Think Critically *in program/course progress* in the following ways:

- Critiquing peer work "becoming a critical friend"
- Analyzing data and putting it into presentations
- Internet and library research
- Self-evaluation and development of personal action plans
- Planning, executing, and evaluating community events such as:  
Chinese Mid-Autumn Festival, Harvest Festival, Happy Birthday Dr. Seuss, Arrowhead Library Programs, Parkview School and Boys and Girls Club events

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Think Critically *at graduation* in the following ways:

- Development of capstone projects
- Creation and evaluation of eFolio

- Final examinations

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Think Critically ***post graduation*** in the following ways:

- N/A
- Informally through visiting with their employers. Plans are underway for a satisfaction survey to be sent to employers in 2012

### **Demonstrate Mathematical Skills**

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Demonstrate Mathematical Skills *at entry* into program/course in the following ways:

- Prerequisite to enter into Math for Elementary Educators or Foundations of Math

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Demonstrate Mathematical Skills ***in program/course progress*** in the following ways:

- Assignments encouraging scientific methods
- Research assignments which require analysis of data
- Participation in a course entitled, Assisting with Math & Science
- Students develop lesson plans that incorporate all of the Multiple Intelligence areas which include logical-mathematical thinking
-

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Demonstrate Mathematical Skills **at graduation** in the following ways:

- Students present lessons in the area of math and science to classrooms of children
- Students showcase their math and science lesson plans in their eFolio
- Final examinations

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Demonstrate Mathematical Skills **post-graduation** in the following ways:

- N/A
- Informally through visiting with their employers. Plans are underway for a satisfaction survey to be sent to employers in 2012.

### **Use Information Technology**

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Use Information Technology **at entry** into program/course in the following ways:

- Students must take a computerized college placement test
- All courses provide an online instructional format

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Use Information Technology ***in program/course progress*** in the following ways:

- Students are exposed to and encouraged to use a "Smart Board"
- All students are required to use Power Point
- All students create an electronic portfolio- eFolio

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Use Information Technology ***at graduation*** in the following ways:

- Completion of their eFolio
- Group creation of an online "blog" for an educational purpose (2012)

The Teacher's Assistant Instructional Aide Department's curriculum develops the student's ability to Use Information Technology ***post- graduation*** in the following ways:

- N/A
- Informally through visiting with their employers. Plans are underway for a satisfaction survey to be sent to employers in 2012

The Teacher's Assistant Instructional Aide Department's primary program/discipline outcomes are:

**Outcome One**

- In Progress and At Graduation, and Post-Graduation
  - Implement instructional strategies incorporating the use of differentiated learning and multiple intelligences to support teaching and learning

**Outcome Two**

- At Graduation and Post-Graduation
  - Explain the legal and historical foundations of special education

**Outcome Three**

- In Progress, at Graduation, Post-Graduation
  - Is knowledgeable of and executes practicum site policies and procedures effectively

**Outcome Four**

- In Progress, At Graduation, Post-Graduation
  - Demonstrates a variety of effective guidance and behavior management techniques

**Outcome Five**

- In Progress, At Graduation, Post-Graduation
  - Utilizes books, material, and resources that are free of gender or ethnic bias

**Outcome Six**

- In Progress, At Graduation, Post-Graduation
  - Appraises environment and is able to address appropriate health and safety needs of the students

**Outcome Seven**

- At Graduation, Post-Graduation
  - Fulfill role responsibilities of a Teacher's Assistant or Instructional Aide

## Delivery of department program and courses

The Teacher's Assistant Instructional Aide Department delivers courses and programs in the following way:

- The courses are delivered through an online instructional format using Desire to Learn (D2L). In addition, students are provided with practicum experiences at local education institutions as well as helping to plan and present events designed for the community's children.

## Practicum Requirements per Course

Course	Practicum Hours
TAIA 1202: Guiding Children's Development & Behavior I  AND	60 (30 per course)
TAIA 1212: Environments for Learning	10
TAIA 2202: Foundation in Assessment & Special Education	30
EDUC 1435: Methods of Teaching Early Childhood Literature	30
EDUC 1516: Human Diversity & Practicum	30
EDUC 1515: Foundational Issues in Early Childhood	30
TAIA 2210: The Art of Home Visiting	10
TAIA 2212: Assisting with Math & Science	15

# C

## hapter 3

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*Mesabi Range Community & Technical College provides an appropriate general Education component in all degree, diploma and certificate programs as an essential intellectual and practical foundation to students' life-long learning.*

The Teacher's Assistant Instructional Aide Program has an active advisory committee comprised of the following individuals from a wide array of disciplines.

- Kelly Lind, Maternal and Child Public Health Nurse
- Michael Krebsbach, Parkview Elementary Principal
- Edie Carr, St. Louis County Family Services Collaborative Director
- Jodie Phaneuf, Early Childhood Family Education Director
- Skip Ferris, Director of Arrowhead Head Start
- Traci Wilcox, Early Head Start Health Educator
- DaNeil Sirjord, St. Louis County Public Schools Early Childhood and Federal Programs Director
- Lynn Bol, Eveleth-Gilbert Elementary Principal
- Pat Ives, Director of Kiddy Carousel Child Care Center
- Patricia Monacelli, Family Child Care Provider and student of Mesabi Range
- Antavius Thomas, Teacher's Assistant /Instructional Aide Graduate
- Dawn Heisel, Children's Librarian Virginia Public Library

The Advisory Committee made the following suggestions at the annual Advisory Committee Meeting in April, 2011:

Committee members were asked to provide their ideas regarding program improvement. Kelly Lind suggested that the college revisit

the Behavior Specialist requirements. She also suggested that students be provided more opportunities to interact with children who may have special needs. Skip Ferris shared the fact that Head Start may be in need of extra assistance due to the fact that duties a Personal Care Attendant can perform have changed significantly. Kelly Lind requested materials from the program so that she could share them with the pregnant mothers she works with. Carol Helland said she would provide information from the college to Kelly. Patricia Monacelli suggested having the CDA become part of the program so when students graduate they will have both the CDA and A.A.S. Degree.

The Committee was also asked to share innovative ideas to recruit new students. Patricia Monacelli suggested providing marketing materials and a recruitment table at all of the events sponsored by the Education Department. Flyers were distributed to the Advisory Committee and members were asked to post the information at their sites.

The Teacher's Assistant Instructional Aide Department's timeline for external program and course assessment is at the beginning and end of each practicum experience referred to on page 15, using the newly designed format listed on the following page.

<b>Area to Be Observed</b>	<b>Yes</b>	<b>Emerging</b>	<b>Needs Improvement</b>
Arrives on time			
Dresses appropriately			
Communicates effectively orally			
Communicates effectively in writing			
Practices active listening			
Greets each child to acknowledge his or her presence and uses the child's name whenever possible			
Demonstrates respect and caring for all children.			
Maintains child and program confidentiality			
Physically positions him/herself at the child's eye level while interacting (when culturally appropriate)			
Uses open-ended questioning, modeling and other instructional strategies promote critical thinking and development in all of the domains			
Individualizes instruction			
Is knowledgeable of classroom guidance and discipline policies as well as classroom routines and schedule			
Lesson plans are clear and concise			
Uses books, materials and resources that are free from ethnic or gender bias			
Is cooperative and a team player			
Other:			

Teacher's Assistant Instructional Aide Department's external assessment findings indicate:

- This is a new process that was just piloted in spring of 2011. Collection of data and analysis is slated for fall 2011 in the TAIA 1202 course. Informal conversations indicate the practicum sites being pleased with current student participation.

The Teacher's Assistant Instructional Aide Department's faculty and/or staff has participated in the following professional development and its impact is as follows:

- Due to budget constraints, and the freeze on traveling, faculty have not accessed training dollars. The technical campus union does not allow funds for training if an individual is adjunct. This has proven to be a challenge because both instructors are adjunct.
- In 2008, both faculty members traveled to Northern Ireland with students to engage in comparative education professional development.
- One faculty member possess an Ed.D in Education
- Another faculty member completed a M.Ed in Education in 2008
- Collaboration with The Quad Cities Early Childhood Coalition has provided informal networking and training. In addition, it has resulted in students being able to participate in a variety of community practicum experiences.

# C

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*Given particular subject matter or a particular concept, it is easy to ask trivial questions...It is also easy to ask impossibly difficult questions. The trick: to find the medium questions that can be answered and that take you somewhere."*

Jerome Brunner, *The Process of Education*

The standard metric used to calculate the total number of students served is the Full Year Equivalent or FYE. This measure can be calculated by multiplying the number of college credits by the number of college students enrolled in the course summed over all classes and divided by 30.

The standard of measurement used to determine instructional cost is the Full Time Equivalent or FTE. One FTE is equivalent to 30 credits of an instructional load.

Classification of Instructional Programs or CIP codes provide a taxonomic or classification scheme to accurately calculate, analyze, and report data related to jobs and employment (Washbon, J., 2008). According to Chismore and Hill, *A Classification of Educational Subject Matter*, (p. 165),

[A CIP is a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such

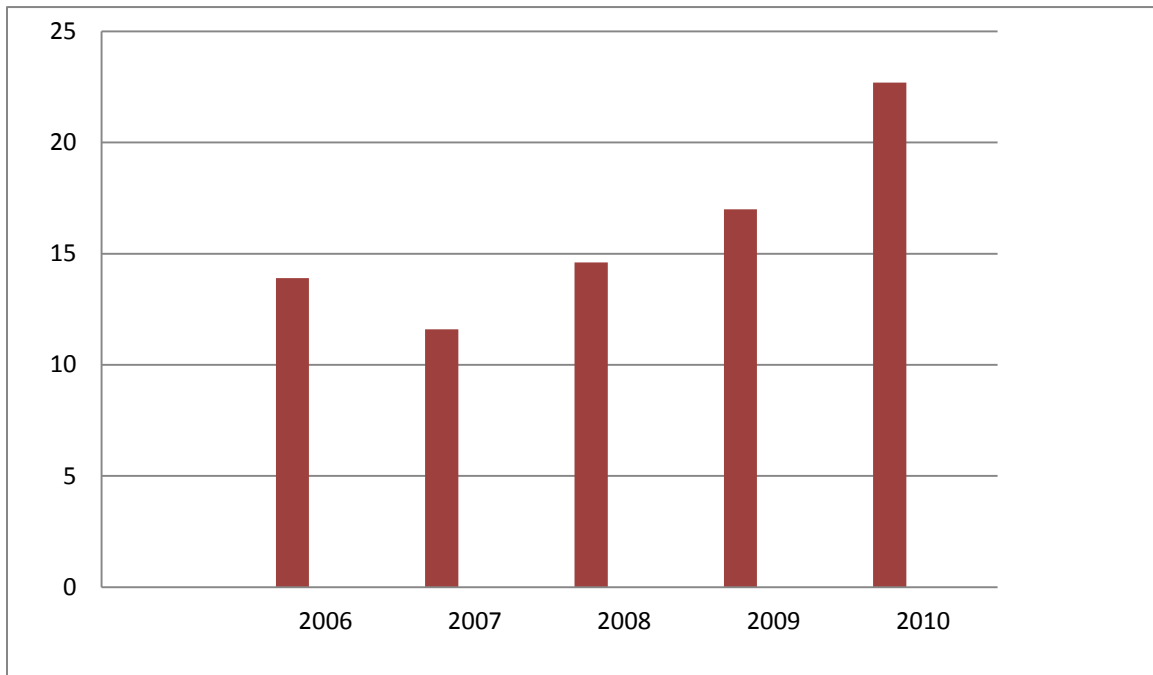
as preparation for advanced study, qualification for an occupation or range of occupations or simply the increase of knowledge and understanding.

Although CIP was specifically designed for the classification of instructional programs, it has also been used to classify courses, and will likely continue to be used for that purpose. CIP can also be used to classify and understand other units. For example, one might use CIP codes to classify institutions by programs offered, students and graduates by programs studied or faculty by programs taught.]

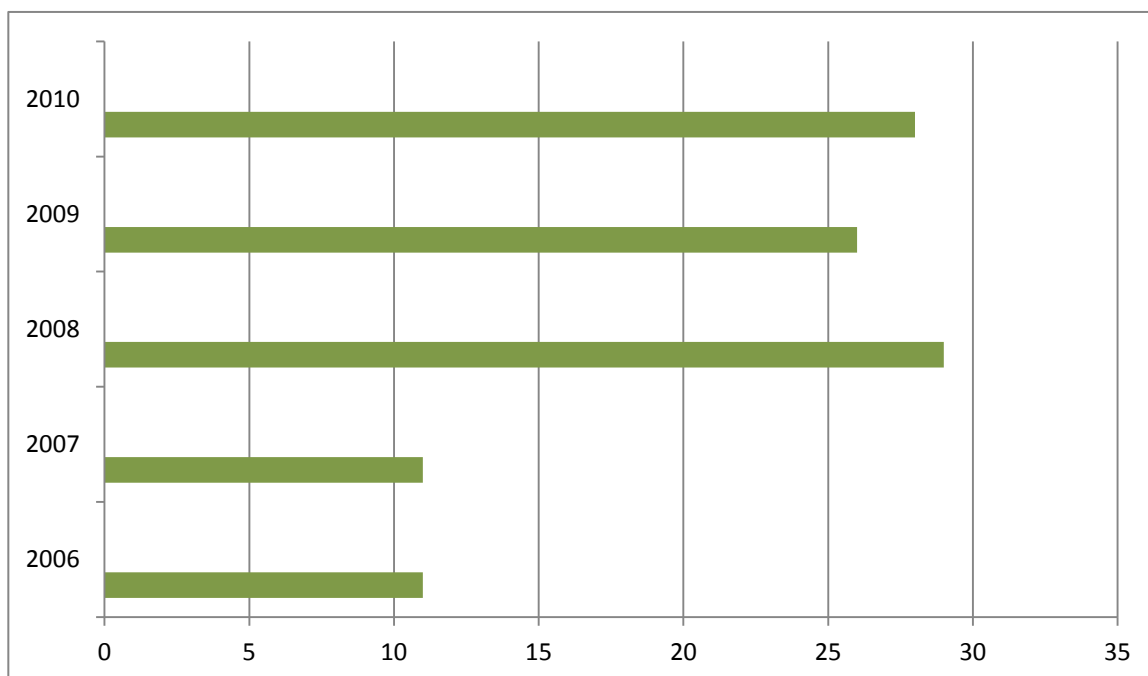
Career Pathways are used by career and technical education to provide a structure for counseling, career guidance, curriculum design and reporting data. These Career Pathways are grouped together based on the fact that common knowledge and skills are critical for career success (Washbon, J. 2008).

The Mesabi Range College Fact Book Reports for Full Year Equivalent -

a 63% difference for the Teacher's Assistant Program from 2006 to 2011.



Information from the *Mesabi Range Fact Book 2010* indicates a 155% difference for fall majors from 2006 to 2011, for the Teacher's Assistant program.



One of the challenges in trying to compare similar program data from other Northeast Higher Education District colleges which offers comparable courses was the fact that Itasca Community College listed the following courses in their Psychology Department for the analysis years of

2007-2010:

PSYC 1106: Practicum CDA

PSYC 1202: Child Development & Learning

PSYC 1207: Child Health/Safety

PSYC 1206: Parent/Professional Relations

PSYC 2130: Infant/Toddler Learning Development

PSYC 2202: Internship: Preschool

PSYC 1208: CDA Observation

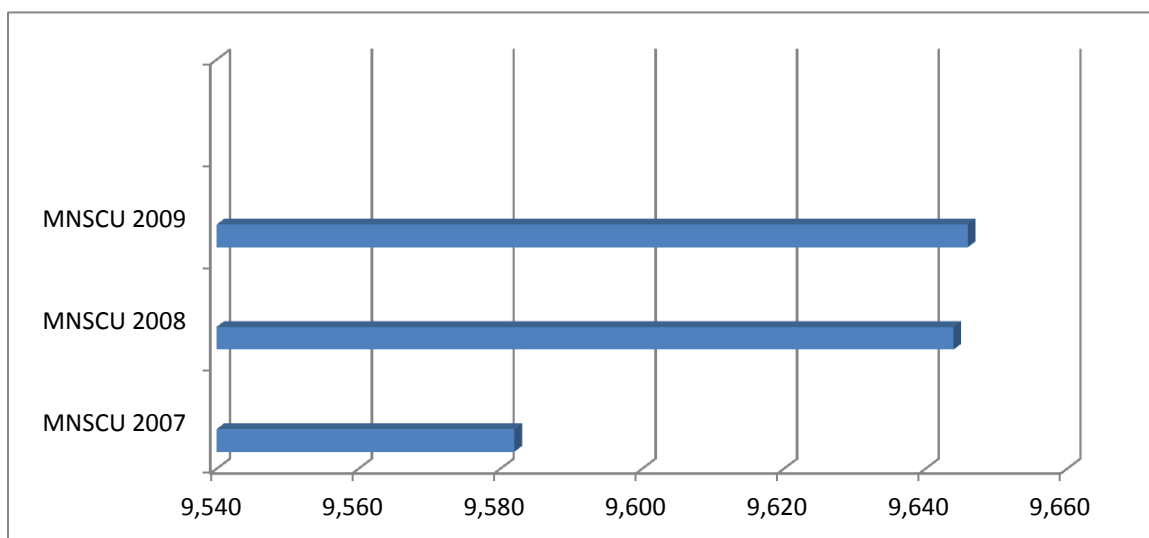
These courses would be designated into CIP Code 42, which is Psychology versus 13, which is Education.

The following data reflects the enrollment status for Teacher's Assistant/Instructional Aide courses for the past three years.

Course	2011	2010	2009
1202	21	25	21
1204	15	17	15
1208	19	26	12
1210	17	20	10
1212	24	26	16
1216	11	14	13
1218	24	23	17
2202	13	15	20
2206	15	20	14
2210	16	11	16
2212	21	16	10

#### MnSCU Fully Allocated Cost for FYE CIP Code 13-Education

(The most recent data published from MnSCU on the Fully Allocated Cost FYE is 2009.)



The table listed below reflects the Teacher's Assistant Instructional Aide Total Cost for Fiscal Year 2011.

Course Number	Section	MaxEnr	Enroll	RatioEnroll	FYE	TotalCost
1202	1	35	21	0.6	2.1	<b>8,413</b>
2202	1	35	13	0.37	1.7333	<b>8,648</b>
1204	1	35	15	0.43	1	<b>5,631</b>
1214	1	35	18	0.51	1.8	<b>8,413</b>
2206	1	35	15	0.43	1.5	<b>8,413</b>
2210	1	35	16	0.46	1.0667	<b>5,631</b>
1216	2	35	11	0.31	1.1	<b>8,413</b>
1208	1	35	19	0.54	1.9	<b>8,413</b>
1210	1	35	17	0.49	1.1333	<b>4,324</b>
1212	1	35	24	0.69	2.4	<b>8,413</b>
1218	1	35	24	0.69	2.4	<b>8,413</b>
2208	1	35	14	0.4	1.4	<b>6,486</b>
2212	1	35	21	0.6	2.1	<b>8,413</b>

When comparing MnSCU's most recent data 2009, with Mesabi Range's most recent data 2011, the total cost for every course in the program is less than the MnSCU Fully Allocated Cost of \$9,386.

Some of the discrepancy with NHED reporting a Fully Allocated Cost of \$9,646 which is greater than the MnSCU average of \$9,386 could be attributed to the assignment of CIP codes in Education and Psychology. In addition, Mesabi Range College does offer Education courses that are not included in the Teacher's Assistant Instructional Aide Program Plan. These courses are "transfer" courses and are not considered "technical education".

Next, the CIP Code of 13, which is a designator for Education is also used for Continuing Education programming such as College for Kids, STEM Camp, and any educational workshops. The aforementioned programs are not designed for college credit, and although they collect revenue, may show an increase in the instructional costs under the CIP Code of Education.

The Teacher's Assistant Instructional Aide program is extremely efficient in the areas of equipment, materials and supplies. The instructional delivery method is online. Hence, there is a cost savings when it comes to instructional space and consumable supplies. In addition, the on-line courses require an additional fee per credit that helps to maintain and enhance the Technology Department. The Teacher's Assistant program relies on its community partners to provide practicum experience space and materials. Donations are requested for special community event expenses such as hosting a Mid-Autumn Chinese Festival or Happy Birthday, Dr. Seuss. Therefore, the program operates mainly on instructional costs.

Faculty requested information from the Senior Academic Advisor to complete a program equipment and materials comparison of the Teacher's Assistant program with other technical programs such as nursing, welding, wind energy, carpentry and graphics. Unfortunately, faculty was denied access to this information therefore the analysis is incomplete.

The Teacher's Assistant/Instructional Aide program helps to increase enrollment and generate revenue in eight of the following "transfer" courses listed in its program planner:

- College Writing
- General Psychology
- Life Span Psychology
- Interpersonal Communications
- Intercultural Communications
- Drug Use and Abuse
- Fundamentals of Mathematics
- Courtship, Marriage and Family

The Teacher's Assistant Instructional Aide course is a "keystone species" when reviewing the relationship between technical and transfer programs.

# C

## hapter 5

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*"It takes a whole village to raise a child."*

Hilary Clinton an African Proverb

The Teacher's Assistant/Instructional Aide program looked to community experts and students to help shape the strengths and challenges in this chapter of the review.

*"The Education programs at Mesabi Range College are a fantastic option for students who need a top-notch, affordable program close to home. The department's intense collaboration with UMD allows students to reap the benefits of a vast storehouse of knowledge without the added expense of travel or higher living costs."*

*Dawn Heisel, Arrowhead Library, Children's Librarian*

*"It is wonderful that these education program opportunities exist here for students of any age who want to pursue their interests in education, close to home. This collaborative model with UMD greatly enhances and expands these programs and the career choices of folks here on the Iron Range. We*

*are so fortunate to have this choice and opportunity."*

Edie Carr, St. Louis County Family Services Collaborative Director

*"The Mesabi-UMD Cohort Program enabled me to work full-time while still being able to go to school to extend my current teaching degree. The convenience of on-line learning, weekend classes, and supportive instructors have made the program possible and worthwhile."*

Lisa Hirsch

*"While taking courses in the Mesabi Range Education Program, I was given the opportunity to explore options in becoming a future teacher. Each course was designed to give me the tools I need to transfer to a four year University. The motivated teaching staff and flexible online classes allowed me to work in the field of education as a liaison for a local school while attending college."*

~Sarah Strong

*My Appreciation For Online Learning - Patricia Monacelli*

*I am a 42 year old non-traditional student who feels so fortunate to be able to complete all of my courses at Mesabi Range Community College online. I started out with one computer course and was immediately hooked on the*

*DL2 system. I am a full time in-home child care provider and mother of three children. Each class that I have been fortunate enough to take has been of a direct benefit to my child care business. I learn things every day that I can put to practical use and expand my knowledge in all areas relating to working with young children. All of the instructors that I have had online courses with have been exceptional at presenting the material and enhancing my learning experience. I look forward to logging in each course every day and the flexibility online learning allows with my full time job and busy family. At the present time I am working on completing my AA degree in liberal arts and my AAS degree in the area of Educational Assistant. Once I have completed these two degrees, I hope to be able to continue my education almost entirely online for a BA in Early Childhood Education.*

*“I really enjoyed this class so much more than I thought I would. It was a great experience- challenging, thought provoking, and fun. Thank you for all your encouragement. I hope to take more classes from you in the future.”*

*Take care, Diana*

*“Thank you so much for all your help this year. I really am touched by your comment on my final paper. I am so glad that I made you proud! I feel like I have accomplished what I wanted to for this class. Thank you again for everything! And, I don't want to sound like a teacher's pet or anything but,*

*\_\_\_you have inspired me to be the best I can be, just like Mrs. Timpane did, and I'm glad to know you and I'm glad you're a mentor for me. Hope to see you this summer!*

Alicia Sobyra

*"I am writing to let you know I received my CDA today in the mail. Thanks so much for everything and the time, and believing in me that helped me so much. I can't thank you enough."*

*Thank you,*

Bobbi

*"I wish to convey my appreciation and admiration for the volunteers at the Math & Science for Little Ones event held this last Friday. All of the volunteers worked well with the children and I found all of the activities to be very innovative. Although my son's 2 yr old attention span didn't hold as well as some children, I was surprised to find him digging through the box of activities he had received only hours before and mimicking in detail every action he had seen the older kids and volunteers doing earlier. I was amazed at how much he had retained in such a short amount of time. As every child learns differently it becomes a great task to find new and improved ways to add to the traditional methods of teaching, especially with more advanced topics such as math and science. An even greater task is*

*bringing those first development skills to light for pre-schoolers. As my son continues to show more growth with those skills every day, keeping his attention strong can be difficult. However, with these new ideas and tips the task is much simpler. My family and I will enjoy these learning activities for a long time to come. Thank you to all of the volunteers and educators who made this event possible. Job well done and I can't wait for more events like this one".*

Sincerely,

Becky Crain

The testimonials received from community experts, students and parents speak to the quality and delivery of education by the Teacher's Assistant/Instructional Aide faculty.

The first challenge identified through the program review process indicates the need for more intensive recruitment and advertising of the program.

Although faculty have created a department eFolio

<http://mesabi.educassist.project.mnscu.edu/>

and have provided information for the college's *face book* page, more video and YouTube media must be developed in order to attract a wider audience.

The following recruitment initiatives have proven to be somewhat successful:

- Career Expo
- Education Club started at the Virginia School 2010-2011
- Skills Fair
- Collaboration with Human Services for A Meet & Greet Day in May 2011

Active participation by faculty on the Quad Cities Early Childhood Coalition and the St. Louis County Family Services Collaborative provides a strong community partnership which is essential in program growth and development. New partnerships with the Apple Tree Learning Center and the University of Minnesota Extension Service 4-H Program are hopeful in providing additional practicum experiences and program exposure to the greater community.

The second program challenge is related to recruitment. Faculty would like to do outreach programming with the local high schools through either the Applied Learning Initiative (ALI) or Concurrent Enrollment (CEP). Virginia, Mt. Iron, Ely, St. Louis County Schools and Eveleth-Gilbert have indicated an interest in offering Teacher's Assistant Instructional Aide courses through ALI or CEP. Presently, education is not recognized as an area of study ALI will support. Because Mesabi Range College is accredited by the National

Association for Concurrent Enrollment Programs (NACEP), the NACEP regulations prohibit high school teachers without the Master's level of education to participate in the program. Currently, the aforementioned school districts do not have an instructor who would qualify under NACEP for the CEP option. However, faculty will continue to work on yet a third option to propose to area school districts through the Center of Ideation and Apple Tree Learning Center.

Lastly, the Teacher's Assistant Instructional Aide program struggles with the ongoing challenge of requesting that other Northeast Higher Education (NHED) sister colleges include Teacher's Assistant classes on their course schedules. We will continue visiting with NHED deans, counselors and advisors in the upcoming year to enrich offerings for students across the NHED District.

# C

## hapter 6

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*"If you plan is for one year, plant rice; if you plan is for ten years, plant trees; if your plan is for a hundred years, Educate children."*

Confucius

The short term direction is to increase the number of community partnerships the program is currently involved with to continue to grow in enrollment and provide practical experiences for students. Presently, the program collaborates with:

- AEOA Head Start
- Bois Forte Head Start
- Parkview Elementary
- Merritt Elementary
- Quad Cities Early Childhood Coalition
- YWee Care Child Care Center
- Minnesota Department of Public Health
- Arrowhead Library System
- Northland Foundation
- St. Louis County Family Services Collaborative Board
- University of Minnesota Duluth Education Department
- Bois Forte Boys and Girls Club

The goal for years 2011-2013 is to develop strong relationships with:

- Apple Tree Learning Center
- Mt. Iron, Virginia, & Eveleth-Gilbert Technical Preparation Program
- Volunteers in Education Program
- Range Mental Health – ADAPT Program
- Duluth YMCA Kid’s Club
- Northland Special Education Coop

Increasing community partnerships will involve active participation by the faculty but will not result in an increase in the budget. This additional effort will result in continued improvement and increased enrollment in Teacher’s Assistant courses.

According to the Bureau of Labor and Statistics employment of teacher assistants is expected to grow by 10% between 2006 and 2016. Faster growth is expected among special education students and students for whom English is a second language. This data along with the recommendation of the Advisory Council will guide the Teacher’s Assistant program to re-design the Personal Care Certificate into a Behavior Aide by 2012. In addition, the number of hours students spend in their practicum experience working with

children who have special needs will need to increase 30 additional hours by 2012. Furthermore, community partnerships with Early Childhood Special Education, the Northland Special Education Cooperative and Head Start will be critical in ensuring students are well prepared as Teacher's Assistants. These changes will not result in fiscal changes, but merely redesigning courses and certificates as well as developing strong partnerships with special education programs and services.

The long term direction of the program will result in reassessing current courses and adding lab credits to reflect all of the additional practicum requirements necessary to ensure students are well prepared to work with special needs children and English as a Second Language Learners.

Federal Head Start mandates that by September 30, 2013 all teaching assistants in Head Start center-based programs must:

- have a child development associate (CDA) credential
- be enrolled in a CDA credential program that will be completed within 2 years; or
- Have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree

The Teacher's Assistant Instructional Aide program is presently working with Arrowhead Head Start, Grand Portage Head Start, Kooch-Itasca Head Start and Bois Forte to ensure their employees will be in compliance of the new mandate.

# C

## hapter 7

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*A vision without a task is a dream - a task without a vision is drudgery- but a task with vision can change the world."*

Black Elk

The vision of the Teacher's Assistant Instructional Aide Department is to ensure individuals who assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations receive a high quality technical education with multiple practicum experiences in order to prepare the individual to work effectively with all children.

The Teacher's Assistant program will play a significant role in preparing Mesabi Range students to be globally competent graduates. Faculty will continue to enrich the curriculum by infusing global perspectives that embrace diversity, and multicultural education. In addition, faculty will facilitate global learning experiences for students through collaboration with community partners, and four year colleges and universities.

By 2015, all department faculty will have earned the Exceptional Needs or Career and Technical Education certification with the National Board for

Professional Teaching Standards. The National Board certification provides teachers with the tools to define and measure teaching excellence. It is a nationally recognized credential that will enhance the quality of the program which is in direct alignment with the college's mission statement.

# Appendix A

## TAIA Program Plan

<b>Fall Semester I</b>		
TAIA 1202	Guiding Children's Development & Behavior I	3
TAIA 1204	Understanding & Communicating with Diverse Families	2
TAIA 1214	Supporting Learners	3
TAIA 1216	Professionalism on the Education Team	3
ENGL 1511	College Writing	4
Total		15
<b>Spring Semester I</b>		
TAIA 1208	Guiding Children's Development & Behavior II	3
TAIA 1210	Historical & Legal Foundations of Education	2
TAIA 1212	Environments for Learning	3
TAIA 1218	Health, Safety & Nutrition	3
MATH 1511 OR MATH 1415	Foundations of Math OR Math for Elementary Teachers	3 4
HLTH 1465	Drug Use & Abuse	2
Total		16 or 17
<b>Fall Semester II</b>		
TAIA 2202	Foundations in Assessment & Special Education	4
TAIA 2206	Child Abuse & Neglect	3
SPCH 1585 OR SPCH 1565	Intercultural Communications OR Interpersonal Communications	3
TAIA 2210	The Art of Home Visiting	2
PSYC 2551	General Psychology	4
Total		16
<b>Spring Semester II</b>		
TAIA 2208	Assisting with Language & Literacy	3
TAIA 2212	Assisting with Math & Science	3
PSYC 2567	Lifespan Psychology	4
SOC 1557	Courtship, Marriage & Family	3
Total		13

Complete course outlines are available on the college's Q Drive

Q:\Course Outlines\TAIA

# Appendix B

### Enrollment and Cost Data for Education Courses

<b>Subj</b>	<b>Cou_Nbr</b>	<b>Abbr_Title</b>	<b>Fy</b>	<b>Yrtr</b>	<b>No of Students</b>	<b>FYE</b>	<b>Total Cost</b>	<b>Cost per FYE</b>
EDUC	1435	Methods Early Child Lit	2007	20075	9	1.2	\$ 9,479.00	\$ 7,899.17
EDUC	1435	Methods Early Child Lit	2008	20085	5	0.7	\$ 9,504.00	\$ 14,255.29
EDUC	1435	Methods Early Child Lit	2009	20095	10	1.3	\$ 9,398.00	\$ 7,048.68
EDUC	1435	Methods Early Child Lit	2010	20105	14	1.9	\$ 8,647.00	\$ 4,632.24
EDUC	1435	Methods Early Child Lit	2011	20115	8	1.1	\$ 8,833.00	\$ 8,280.68
EDUC	1515	Found Iss Early Child	2009	20091	14	1.3	\$ 9,557.00	\$ 7,351.54
EDUC	1515	Found Iss Early Child	2009	20093	11	1.1	\$ 7,048.00	\$ 6,407.27
EDUC	1516	Hum Div with Pract	2008	20083	8	0.8	\$ 7,128.00	\$ 8,910.00
EDUC	1516	Hum Div with Pract	2009	20093	12	1.2	\$ 7,048.00	\$ 5,873.33
EDUC	1516	Hum Div with Pract	2010	20103	11	1.1	\$ 6,486.00	\$ 5,896.36
EDUC	1516	Hum Div with Pract	2011	20113	3	0.3	\$ 6,625.00	\$ 22,083.33

**Enrollment and Cost Data for Teacher's Assistant Courses**

<b>Subj</b>	<b>Cou_Nbr</b>	<b>Abbr_Title</b>	<b>Fy</b>	<b>Yrtr</b>	<b>No of Students</b>	<b>FYE</b>	<b>Total Cost</b>	<b>Cost per FYE</b>
TAIA	1202	Child Dev & Behav I	2011	20113	21	2.1	\$ 8,919.00	\$ 4,247.14
TAIA	1204	Comm Diverse Fam	2011	20113	15	1.0	\$ 5,967.00	\$ 5,967.00
TAIA	1208	Child Dev & BehavII	2011	20115	19	1.9	\$ 8,919.00	\$ 4,694.21
TAIA	1210	Hist & Leg Found Ed	2011	20115	17	1.1	\$ 4,417.00	\$ 3,897.47
TAIA	1212	Envir for Learn	2011	20115	24	2.4	\$ 8,919.00	\$ 3,716.25
TAIA	1214	Supp Learners	2011	20113	18	1.8	\$ 8,919.00	\$ 4,955.00
TAIA	1216	Prof Ed Team	2011	20113	11	1.1	\$ 8,919.00	\$ 8,108.18
TAIA	1218	Hlth Safe & Nutr	2011	20115	24	2.4	\$ 8,919.00	\$ 3,716.25
TAIA	2202	Foun Assess & Spec Ed	2011	20113	13	1.7	\$ 8,833.00	\$ 5,096.06
TAIA	2206	Child Abuse & Neglect	2011	20113	15	1.5	\$ 8,919.00	\$ 5,946.00
TAIA	2208	Lang & Literacy	2011	20115	14	1.4	\$ 6,625.00	\$ 4,732.14
TAIA	2210	Home Visit	2011	20113	16	1.1	\$ 5,967.00	\$ 5,593.89
TAIA	2212	Assist Math & Sci	2011	20115	21	2.1	\$ 8,919.00	\$ 4,247.14

# Appendix C

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

Course Title: **Methods of Teaching Early Childhood Literature**

Submitted By: **Judith Blycker**

**Dawn Olson**

Semester Course Prefix and Number: **EDUC 1435**

Approval Date:

Old Quarter Course Prefix and Number:

Revision Date:

Number of Credits: **4**

Number of Lecture Credits: **4**

Semester(s) Offered:

Number of Lab Credits:      Number of Lab Hours:

Class Size: **25**

Number of Studio/Demonstration/Internship Credits:

Negotiated by AASC on:  
(date)

### Course Purpose Code:

**0** – Developmental Courses

**1** – Non-transferable

**2** – Technical course related to career programs

**3** – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)

**4** – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)

**5** – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.

**9** – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course provides education students with the skills necessary to select developmentally appropriate books and books for young children. Additionally, a whole language approach will be used as a progressive means of integrating children's literature into the existing curriculum.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): none

Reading Prerequisite: College level

Composition Prerequisite: College level

Mathematics Prerequisite: none

### Career Programs and Transfer Majors Accessing this Course:

Individuals wishing to pursue a career in Early Childhood or Elementary Education. As submitted this course articulates with the University of Minnesota Duluth Education program

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

0.  None

6.  The Humanities and Fine Arts

1.  Communications

7.  Human Diversity

2.  Critical Thinking

8.  Global Perspectives

3.  Natural Sciences

9.  Ethical and Civic Responsibility

4.  Mathematical/Logical Reasoning

10.  People and the Environment

5.  History and the Social and Behavioral Sciences

Learning Outcomes: (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Organize book reviews from a variety of genres
- Develop a literature log
- Select high quality children’s literature according to the following criteria: inclusivity, developmentally appropriate, and respectful of culture and diversity
- Discuss illustration types and styles
- Develop a lesson plan using one or more of the following instructional strategies: anecdotal writing, dictating stories, journaling, inventive spelling, signs and symbols
- Develop methods of sharing stories with young children through the use of: flannel boards, puppets, Reader’s Theatre, story props and additional visual media
- Explore methods of integrating literature across the curriculum
- Demonstrate through contrast and comparison that literature and the arts build critical thinking skills

**Student Assessment Methods:**

- Research and review 50 children’s books
- Literature log
- Journaling
- Author and illustrator study
- Presentations
- Examinations

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

Computers, Proxima(LCD), digital camera, television, DVD

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Course Outline Revision History:**

- I. Discovering Genres in Children’s Literature
- II. Selecting Developmentally Appropriate Children’s Literature
- III. Exploring Methods of Sharing a Story
- IV. Integrating Literature Across the Curriculum

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Instructional Services  
**Copies:** Transfer Specialist, Originating Faculty Member, Records  
**Revised:** March 2010

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Foundational Issues in Early Childhood</b>	<b>Submitted By</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>EDUC 1515</b>	<b>Approval Date:</b>	<b>December 2006</b>
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b>	
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>30</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<i>(Must be approved by AASC or SGC)</i>		

---

### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course will explore historical and cultural foundations of early childhood programs while examining theoretical models and strategies that will enable students to develop positive interactions with young children.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None  
Reading Prerequisite: College level  
Composition Prerequisite: College level  
Mathematics Prerequisite: None

### Career Programs and Transfer Majors Accessing this Course:

Students wishing to pursue a degree in education or early childhood studies.

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input checked="" type="checkbox"/> None                                | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

Analyze a variety of early childhood theories

Define and demonstrate developmentally appropriate learning experiences for children birth through age eight

Articulate and demonstrate differentiated instruction

**Student Assessment Methods:**

Compile a journal and write three reflection papers regarding early childhood theories

Develop a position statement on developmentally appropriate practice

Submit four developmentally appropriate lesson plans and implement them in an early childhood setting

Peer and cooperating teacher evaluations

Exams

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

DVDs, digital camera, Desire 2Learn

**Outline or Statement of Major Course Content:**

History of early childhood education

Theories of early childhood: Piaget, Erickson, Vygotsky, Dewey, Montessori

The Reggio Emilia approach to early childhood

The National Association for the Education of Young Children

Developmentally appropriate practice

Differentiated instruction

From theory to practice

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

UMD Unified Early Childhood Degree

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library

**Revised:** October 2006

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Human Diversity with Practicum</b>	<b>Submitted By</b>	<b>J. Blyckert &amp; D. Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>EDUC 1516</b>	<b>Approval Date:</b>	<b>December 2006</b>
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b>	
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>30</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<i>(Must be approved by AASC or SGC)</i>		

---

### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course will provide students with a basic understanding of cultural diversity and its implications for educators. Topics include culture, race, ethnicity, class, gender, language, and disability. Students will be required to complete a practicum of 30 hours in an appropriate setting.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): Foundational Issues in Early Childhood  
Reading Prerequisite: College level  
Composition Prerequisite: College level  
Mathematics Prerequisite: None

### Career Programs and Transfer Majors Accessing this Course:

This course is intended to offer pre-professional preparation for student who declare education as a major.

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input checked="" type="checkbox"/> None                                | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

- Define culture, race, ethnicity, class, gender, language, and disability
- Develop an understanding of the impact of racism, sexism, ageism, homophobia, and other forms of discrimination as it relates to education
- Interpret the causes of bias, discrimination, dehumanization, and prejudice
- Students will document their experience as they develop into culturally competent pre-professionals
- Explain the importance of an inclusive environment

**Student Assessment Methods:**

Self-assessment  
Reflection papers  
Practicum journal  
Interview  
Exams

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

DVDs, digital camera, Desire 2Learn

**Outline or Statement of Major Course Content:**

- Diversity defined
- Stereotypes, isms, prejudice, and bias
- Learning modalities and learning differences
- International perspectives on discrimination
- Intolerance in America
- Role of the culturally competent professional

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)  
UMD Education Programs

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records, Student Services, Learning Center, Library

**Revised:** October 2006

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

Course Outline

<b>Course Title:</b>	<b>Guiding Children's Development &amp; Behavior I</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 1202</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 1202</b>	<b>Revision Date:</b>	<b>10-23-09</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>	<b>Fall</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
<b>Negotiated by AASC on:</b>	<b>(date)</b>		

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

Students will develop a basic knowledge and understanding of child development with an intensive focus on children birth to eight years of age. Redirection of children's behavior and additional guidance techniques will be presented. In addition, students will learn how to use indoor and outdoor space effectively in order to meet children's growing developmental needs.

Prerequisites and/or recommended entry skills/knowledge:

- Course Prerequisite(s):
- Reading Prerequisite:
- Composition Prerequisite:
- Mathematics Prerequisite:

Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- 0.  None
- 1.  Communications
- 2.  Critical Thinking
- 3.  Natural Sciences
- 4.  Mathematical/Logical Reasoning
- 6.  The Humanities and Fine Arts
- 7.  Human Diversity
- 8.  Global Perspectives
- 9.  Ethical and Civic Responsibility
- 10.  People and the Environment

5. \_\_\_\_\_ History and the Social and Behavioral Sciences

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Identify developmental milestones of children in the physical, social, emotional, and cognitive domains.
- Explain the need for children to have appropriate, appealing indoor and outdoor space
- Demonstrate the ability to redirect children
- Select developmentally appropriate equipment and materials
- Articulate the importance of early brain development

**Student Assessment Methods:**

Examinations  
Observations  
Online journal  
Power Point Presentation to local child care providers

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- Amazing infants
- Appropriate space and activities for infants
- Caregiving as curriculum
- Terrific toddlers
- Appropriate space and activities for toddlers
- Preschoolers
- Appropriate space and activities for preschool children
- Redirection of children's behavior

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

UMD Unified Early Childhood Studies Articulation Agreement

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Understanding and Communicating with Diverse Families</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 1204</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 1204 &amp; 1206</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>2</b>	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
<b>Negotiated by AASC on:</b>	<b>(date)</b>		

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

Students will build a strong foundation of understanding families as a mutual support system and explore a myriad of communication strategies in order to foster an inclusive, relationship-based approach to build mutual trust when interacting with families.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Define what constitutes a family (demonstrating acceptance of diversity and inclusivity)
- Describe how families can become a mutual support system
- Demonstrate the ecology of the family through family mapping
- Examine family strengths, challenges, and stressors
- Identify individual and family resiliency factors
- Examine a variety of helping models and make predictions using a relationship-based philosophy
- Apply a variety of effective communication strategies and evaluate the effectiveness of each

**Student Assessment Methods:**

Resource portfolio/annotated bibliography  
 Power Point on Families and Culture graded with a Power Point Rubric  
 Reflection papers graded with the English Department Writing Skills Rubric  
 Interview  
 Examination

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
 Power Point

**Outline or Statement of Major Course Content:**

- What Constitutes a Family?
- Understanding Family Systems and Family Strengths
- Family Mapping
- The Ecology of the Family
- Methods of communication which build a relationship-based approach
- Exploring Helping Models
- Parents as Partners
- Setting Personal and Professional Boundaries
- Identification and Collection of Helpful Family Resources

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)  
 UMD Unified Early Childhood Studies Articulation Agreement equivalent to ECH 4251 Parenting

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office  
**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records  
**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Guiding Children's Development &amp; Behavior II</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 1208</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 1208</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b>	<b>Fall</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<b>Negotiated by AASC on:</b>		
	<b>(date)</b>		

---

### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

Students will develop a basic knowledge and understanding of child development with an intensive focus in the preschool through adolescence years. Social skill development and strategies for managing behavior will be addressed. Students will learn how to use space and materials to develop a positive learning environment inclusive of all children/youth.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None                           | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment      |

5. \_\_\_\_\_ History and the Social and Behavioral Sciences

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Identify developmental milestones of children in the physical, social, emotional, and cognitive domains
- Articulate the importance of facilitating opportunities for children to develop appropriate social skills
- Actively employ a variety of strategies to assist in reinforcing positive behavior
- Demonstrate the ability to modify the environment to meet the needs of a variety of learners as well as promote good classroom management
- Explore childhood developmental disorders and strategies to ensure student success

**Student Assessment Methods:**

Examinations  
Observations  
Online journal  
Role play  
Demonstrations  
Power Point

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- Preschool
- Early school years
- Middle School
- How to prepare and organize materials to develop an inclusive classroom environment
- Creating an environment that promotes positive behavior and encourages social interaction using TRIBES/class meetings
- Exploring childhood developmental disorders
- Using Differentiated Learning, Multiple Intelligences, Learning Modalities, and Whole Brain Learning to engage students

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Historical &amp; Legal Foundations of Education</b>		<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>		<b>TAIA 1210</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>		<b>EDAS 1210</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>2</b>	<b>Number of Lecture Credits:</b>	<b>2</b>	
<b>Semester(s) Offered:</b>	<b>Fall</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>	
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>		
	<b>Negotiated by AASC on:</b>			
	<b>(date)</b>			

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### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

This course is designed to provide knowledge about the legal and historical foundations of education. It defines the necessary roles and responsibilities of parents, children, youth, educators and educational systems. Students will develop a practical knowledge of relevant laws, rules, regulations, policies, and procedures that are necessary to perform their role as a teacher's assistant or instructional aide in the public school setting.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None              | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications    | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |

4. \_\_\_\_\_ Mathematical/Logical Reasoning  
 5. \_\_\_\_\_ History and the Social and Behavioral Sciences

10. \_\_\_\_\_ People and the Environment

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Define the following: Rehabilitation Act of 1973, IDEA, ADA, disability, special education, individual educational plan, individual family service plan, individualized health plan, individual family support plan, individual plan for employment, and individual interagency intervention plan
- Demonstrate his or her ability to follow the directions of a licensed teacher in order to implement the goals of any of the following: IEP, IFSP, IHP, ISP, IPE, IIIP
- Describe the roles and responsibilities of children, parents, educators, school districts, and the state of Minnesota

**Student Assessment Methods:**

Examinations  
 Case Studies  
 Power Point Presentations

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
 Power Point

**Outline or Statement of Major Course Content:**

- Free and appropriate education
- What is special education?
- Rehabilitation Act of 1973
- IDEA
- ADA
- Disabilities (13 categories)
- IEP, IFSP, IHP, ISP, IPE, IIIP, and the role of the teacher's assistant or instructional aide
- Roles of children, parents, educators, school districts, and the state of Minnesota

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Environments for Learning</b>	<b>Submitted By:</b> Dawn Olson
<b>Semester Course Prefix and Number:</b>	TAIA 1212	<b>Approval Date:</b>
<b>Old Quarter Course Prefix and Number:</b>	EDAS 1212	<b>Revision Date:</b> October 2009
<b>Number of Credits:</b> 3	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b> Spring	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b> 35	<b>Number of Studio/Demonstration/Internship Credits:</b>	
Negotiated by AASC on: (date)		

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### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

Students will develop a basic understanding of child physical, social, emotional, and cognitive development. Student will apply their knowledge of child development to create a stimulating learning environment which incorporates the use of developmentally appropriate activities, materials, and equipment.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None                           | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment      |

5. \_\_\_\_\_ History and the Social and Behavioral Sciences

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Recognize characteristics of child physical development and learn how to provide an environment to foster healthy growth in this area
- Identify factors in the learning environment that effect teaching and learning
- Understand the sequence of children’s social and emotional development
- Demonstrate strategies to foster healthy self-esteem and social competency
- Present activities for learning that encourage curiosity, creativity, critical thinking, and communication skills
- Recommend ten resources of educational value for educators and children

**Student Assessment Methods:**

Examinations

Web Quest

Classroom and outdoor floor plan

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format

Power Point

**Outline or Statement of Major Course Content:**

- Physical development
- Creating an environment and developing activities to promote a healthy, and safe learning environment
- Social and emotional development
- Fostering self-esteem in children
- Cognitive development
- How to provide experiences to promote curiosity, creativity, critical thinking, and communication skills
- Monitoring student adaptations to the environment and making appropriate accommodations for success of all students
- What are transitions?
- Managing transitions
- Creating transition tools
- Technology’s role in education

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
<b>Curriculum Committee</b>		
<b>Faculty Association</b>		
<b>Academic Affairs Standards Committee</b>		
<b>Chief Academic Officer</b>		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Supporting Learners</b>	<b>Submitted By:</b> Dawn Olson
<b>Semester Course Prefix and Number:</b>	TAIA 1214	<b>Approval Date:</b>
<b>Old Quarter Course Prefix and Number:</b>		<b>Revision Date:</b> October 2009
<b>Number of Credits:</b> 3	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b> Fall	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b> 35	<b>Number of Studio/Demonstration/Internship Credits:</b>	
Negotiated by AASC on: (date)		

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### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

This course will explore the physiological, emotional, and cultural background of learners. Differentiated Learning, Multiple Intelligences, Learning Modalities and Whole Brain learning theories will be explored. A variety of teaching strategies will be introduced.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Explain the physiological, emotional, and cultural backgrounds of learners
- Examine individual learning styles and plan activities to match the learning style of the pupil
- Compare and contrast a variety of teaching strategies (*Worksheets Don't Build Dendrites*)
- Describe and apply the following theories: Multiple Intelligences, Whole Brain Learning, Differentiated Learning and Learning Modalities
- Create a lesson plan to demonstrate the understanding of meeting the needs of diverse learners

**Student Assessment Methods:**

Examinations  
Lesson Plans  
Blog

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point  
Group Blog

**Outline or Statement of Major Course Content:**

- Characteristics of learners
- Physiological
- Cultural
- Emotional
- Whole Brain Learning
- Learning Modalities
- Multiple Intelligences
- Differentiated Learning
- 20 strategies that work (*Worksheets Don't Build Dendrites*)
- Roles and responsibilities of teachers, assistants, and learners in the classroom
- Creating democratic classrooms
- Helping parents to understand and support their role in the education process

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Professionalism on the Education Team</b>	<b>Submitted By</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 1216</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 1216 and 2214</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b> 3	<b>Number of Lecture Credits:</b>		
<b>Semester(s) Offered:</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>	
<b>Class Size:</b> 35	<b>Number of Studio/Demonstration/Internship Credits:</b>		
<b>Negotiated by AASC on:</b> (date)			

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### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

This course provides a comprehensive overview regarding the roles and responsibilities of becoming a member of a professional education team.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Describe the contributions of the Paraprofessional on the education team
- Define the roles and responsibilities of all members of the education team
- Summarize Family Rights and Privacy Act, Individuals with Disabilities Act and the Minnesota Omnibus Education Bill
- Recognize the critical need for confidentiality on the education team
- Demonstrate how to resolve conflict on the education team
- Write personal and professional goals
- Create a professional eFolio

**Student Assessment Methods:**

- Interviews
- Observations
- Demonstration
- Power Point Presentation
- eFolio
- 

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point  
eFolio

**Outline or Statement of Major Course Content:**

- Contributions of the Paraprofessional on the education team
- Who serves on the education team?
- Roles and Responsibilities of education teams
- Confidentiality and Codes of Ethics
- Establishing professional boundaries
- Resolving conflict on teams
- Assembling an eFolio
- Preparing for a job interview

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)  
UMD Unified Early Childhood Studies Articulation Agreement equivalent to SpEd 4433 Foundations in Special Education

**Approvals:**

<b>Body</b>	<b>Representative Signatures</b>	<b>Date</b>
<b>Curriculum Committee</b>		
<b>Faculty Association</b>		
<b>Academic Affairs Standards Committee</b>		
<b>Chief Academic Officer</b>		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Health, Safety, and Nutrition</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 1218</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 1218</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b>	<b>Spring</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<b>Negotiated by AASC on:</b>		
	<b>(date)</b>		

---

### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course provides focused training in recognizing and caring for child breathing and cardiac emergencies as well as basic first-aid. Environmental health and safety are addressed with an emphasis on prevention. A basic nutritional component is integrated which provides a basis for students to understand appropriate food handling and sanitation.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |   |  |
|---|--|
| 0. <input type="checkbox"/> None              | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications    | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |

4. \_\_\_\_\_ Mathematical/Logical Reasoning  
 5. \_\_\_\_\_ History and the Social and Behavioral Sciences

10. \_\_\_\_\_ People and the Environment

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Recognize child breathing, cardiac, and first-aid emergencies and be able to respond appropriately
- Provide an environment free of hazardous conditions and unsafe materials and equipment
- Plan and serve well-balanced and nutritious meals and snacks
- Identify where to obtain resources regarding planning for special dietary needs
- Demonstrate how to appropriately handle and serve food using sanitary practices

**Student Assessment Methods:**

Examinations  
 Lesson Plans  
 Demonstration  
 Practicum at the Salvation Army Supper Club

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
 Power Point

**Outline or Statement of Major Course Content:**

- Provide a hazard free environment both indoors and outdoors
- Choose appropriate equipment and materials (recognizing potential for danger, use choking tubes, Ages & Stages for toys, and understand Material Safety Data Sheets)
- Recognize cardiac, breathing, and first-aid emergencies
- Respond to cardiac, breathing, and first-aid emergencies appropriately
- Basic dietary needs/serving sizes for children
- Appropriate food storage, handling, and serving techniques
- Menu planning and meal serving
- Sanitation

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Foundations in Assessment &amp; Special Education</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 2202</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 2202 &amp; 2204</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>4</b>	<b>Number of Lecture Credits:</b>	<b>4</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b> 35		<b>Number of Studio/Demonstration/Internship Credits:</b>	
<b>Negotiated by AASC on:</b> (date)			

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course explores the purpose of designing student learning outcomes as well as introduces multiple modes of assessment methods in order to measure student learning. In addition, it provides an overview of Special Education laws in the United States as well as defines the role of the Paraprofessional on the education team.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Define the following: learning outcomes, assessment, evaluation, assessment tools, mainstreaming, integration, inclusion, child first language, assistive technology, IEP, and IFSP
- Describe how assessment enhances student learning and evaluate the strengths and limitations of each
- Identify three different assessment tools
- Differentiate between personal perception/bias and fact
- Explain the process of pre-referral through the student receiving Special Education services
- Articulate 13 categories of disabilities as defined by the Individuals with Disabilities Act
- Present ten Special Education resources for educators, parents or students
- Demonstrate how to make accommodations for three different types of disabilities

**Student Assessment Methods:**

- Interviews
- Observations
- Demonstration
- Power Point Presentation
- Research Paper scored using the Writing Skills Rubric
- Quizzes & Exams

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- Defining Assessment
- Types of Assessment
- Developing observation and recording skills
- Referral Process
- The Multi-Disciplinary Evaluation Team
- IEP, IHP & IFSP
- Role of the Paraprofessional
- Special Education Laws
- Diagnosed Disabilities
- Mainstreaming, Integration, and Inclusion
- Instructional Strategies and Classroom Accommodations that Work

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** UMD Unified Early Childhood Studies Articulation Agreement equivalent to SpEd 4433 Foundations in Special Education

**Approvals:**

<b>Body</b>	<b>Representative Signatures</b>	<b>Date</b>
<b>Curriculum Committee</b>		
<b>Faculty Association</b>		
<b>Academic Affairs Standards Committee</b>		
<b>Chief Academic Officer</b>		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Child Abuse &amp; Neglect</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 2206</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 2206</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b>	<b>Fall</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<b>Negotiated by AASC on:</b>		
	<b>(date)</b>		

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### **Course Purpose Code:**

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### **Catalog Description:**

Students will acquire the necessary skills to become a mandated reporter which includes the ability to identify and report what constitutes child abuse and neglect in the state of Minnesota. Students will learn how to identify and make appropriate referrals when working with families. Students will plan and participate in a child abuse prevention campaign.

### **Prerequisites and/or recommended entry skills/knowledge:**

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### **Career Programs and Transfer Majors Accessing this Course:**

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### **Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:**

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None                           | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning | 10. <input type="checkbox"/> People and the Environment      |

5. \_\_\_\_\_ History and the Social and Behavioral Sciences

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Recognize child abuse and neglect
- Define the following: Sudden Infant Death Syndrome, Shaken Baby Syndrome, and Fetal Alcohol Spectrum Disorder
- Describe the reporting process
- Articulate the rights and responsibilities concerned with being a mandated reporter
- Explain the importance of early brain development and the role it plays in tracing the roots of violent behavior and childhood trauma
- Access appropriate community resources for victims and their families
- Plan, implement, and evaluate a child abuse prevention project

**Student Assessment Methods:**

Examinations  
Child Abuse Prevention Project  
Reflection Paper on Prevention Project  
Reaction Papers

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- What constitutes child abuse and neglect in the state of Minnesota?
- Who is a mandated reporter?
- Responsibilities of mandated reporters
- How to file a report
- What happens when a report is filed?
- Community resources
- Tracing the roots of violence
- SIDS, Shaken Baby and Fetal Alcohol Spectrum Disorder
- Planning a child abuse prevention project
- Evaluating a child abuse prevention project

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records  
**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Assisting with Language &amp; Literacy</b>	<b>Submitted By</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 2208</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 2208</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b> 3	<b>Number of Lecture Credits:</b>		
<b>Semester(s) Offered:</b> Spring	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>	
<b>Class Size:</b> 35	<b>Number of Studio/Demonstration/Internship Credits:</b>		
<b>Negotiated by AASC on:</b> (date)			

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course will explore the development of language and literacy for children birth through adolescence. Instructional strategies for developing an effective reading program will be addressed.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Explain how language and literacy develops in children ages birth through adolescence
- Describe methods of promoting language and literacy at all ages and stages of child development
- Define the following: emerging literacy, phonemic awareness, phonics, alphabetical principle, syllable patterns, word roots, word suffixes, word comprehension (summarizing, predicting, and clarifying), knowledge structures, and metacognition
- Summarize the relationship between reading and writing
- State the benefits of collaborative learning
- List the characteristics of successful readers
- Apply strategies for assisting readers with challenges

**Student Assessment Methods:**

Examinations  
Literacy Logs  
Case Studies  
Power Point Presentations

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- Birth to one year ( sounds, expand on single word utterances, reading, naming and describing)
- 1-2 years ( 2-3 word sentences, simple speech, repeating, expanding, new vocabulary words, reading)
- 3-4 years ( 4 word sentences, sorting, categorizing, rhymes, re-telling comprehension, acting out)
- 4-5 years ( Sentences give details, sticks to topic, strings together concepts in an understandable sequence, [s, r, l, v, ch, sh, th,j, z pronunciation errors] define new words, same/different, sorting, telling a story, predicting, ask “w” questions,
- Preschool
- Kindergarten (Phonemic awareness, vocabulary development, and early reading skills)
- School Years (A balanced literacy approach)
- Middle School
- High School

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

<b>Body</b>	<b>Representative Signatures</b>	<b>Date</b>
<b>Curriculum Committee</b>		
<b>Faculty Association</b>		
<b>Academic Affairs Standards Committee</b>		
<b>Chief Academic Officer</b>		

**Distribution:** Original – Administrative Office  
**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records  
**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>The Art of Home Visiting</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 2210</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 2210</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>2</b>	<b>Number of Lecture Credits:</b>	
<b>Semester(s) Offered:</b>	<b>Spring</b>	<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
<b>Class Size:</b>	<b>35</b>	<b>Number of Studio/Demonstration/Internship Credits:</b>	
	<b>Negotiated by AASC on:</b>		
	<b>(date)</b>		

---

### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course provides instruction to human service workers, educators, and individuals who provide services in a family's home in the philosophy of using a strength-based approach to interacting with families.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Describe the progression of home visiting as it relates to health, human services, and education
- Define the role of the home visitor and state the various purposes for delivering home visits
- Demonstrate interview techniques which focus on a strength-based approach and are respectful when interacting with a families from diverse economic, cultural, and educational backgrounds
- Produce a lesson plan that is consistent with the purpose of the visit and meets the individual needs of the child and the family
- Identify community and educational resources which are helpful to a home visitor when making referrals

**Student Assessment Methods:**

Examinations  
Lesson Plan  
Demonstration

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- History of home visiting
- Purpose of home visiting
- Role of the home visitor
- Knowledge and skills necessary for effective home visits
- Strength-based approaches to working with families
- Exploring techniques for working with families from a variety of cultural, economic, and educational backgrounds
- Structuring the home visit
- Adapting the visit to meet the individual needs of the family served
- Evaluation the home visit
- Expanding resources for home visitors

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009

# MESABI RANGE COMMUNITY & TECHNICAL COLLEGE

## Course Outline

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<b>Course Title:</b>	<b>Assisting with Math &amp; Science</b>	<b>Submitted By:</b>	<b>Dawn Olson</b>
<b>Semester Course Prefix and Number:</b>	<b>TAIA 2212</b>	<b>Approval Date:</b>	
<b>Old Quarter Course Prefix and Number:</b>	<b>EDAS 2212</b>	<b>Revision Date:</b>	<b>October 2009</b>
<b>Number of Credits:</b>	<b>3</b>	<b>Number of Lecture Credits:</b>	<b>3</b>
<b>Semester(s) Offered:</b>		<b>Number of Lab Credits:</b>	<b>Number of Lab Hours:</b>
Spring		<b>Number of Studio/Demonstration/Internship Credits:</b>	
<b>Class Size:</b>	<b>35</b>		
<b>Negotiated by AASC on:</b>			
<b>(date)</b>			

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### Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of MNTC (e.g. computer science, health, physical education)
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements or intended for transfer.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

### Catalog Description:

This course will provide students with the basic understanding of teaching methods used in the areas of math and science.

### Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):

Reading Prerequisite:

Composition Prerequisite:

Mathematics Prerequisite:

### Career Programs and Transfer Majors Accessing this Course:

Human service professionals, Early Childhood and Elementary Educators, Parent Educators, Paraprofessionals, and Child Care Providers

### Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable:

(Notes: No more than two goals may be met by any one course. Curriculum Committee review and the Chief Academic Officer's approval are required.)

- |  |  |
|--|--|
| 0. <input type="checkbox"/> None   | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications                                 | 7. <input type="checkbox"/> Human Diversity                  |
| 2. <input type="checkbox"/> Critical Thinking                              | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences                               | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                 | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning Outcomes:** (including any relevant competencies listed in the Minnesota Transfer Curriculum)

Upon completion of this course, the student will be able to:

- Compare the following three methods of teaching mathematics and list the advantages of each: algorithms, inquiry-based, and constructivist approach (guided discovery)
- Define the following terms: place value, base-ten number system, whole, ordinal, and cardinal numbers
- Define the meanings and describe the order of operation and how they relate to one another for addition, subtraction, multiplication, and division
- Create three math lessons
- Demonstrate inquiry-oriented science instruction
- Create three inquiry oriented science lessons

**Student Assessment Methods:**

Examinations  
Lesson Plans  
Demonstration

**Use of Instructional Technology:** (includes software, interactive video and other instructional technologies):

D2L Instructional Format  
Power Point

**Outline or Statement of Major Course Content:**

- Algorithm, Inquiry-Based, and Constructivist approaches to teaching mathematics
- Understanding, representing, and showing relationships among numbers
- What is the meaning of the order of operations?
- Developing fluency: conceptual understanding and computational proficiency of addition, subtraction, multiplication, and division
- Using literature to teach mathematics
- Creating a math lesson plan
- Using Inquiry-oriented science instruction
- Developing and restructuring knowledge schemes
- Using a variety of resource including technology to enrich inquiry-oriented teaching
- Creating a science lesson plan

**Additional Special Information:** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee		
Faculty Association		
Academic Affairs Standards Committee		
Chief Academic Officer		

**Distribution:** Original – Administrative Office

**Copies:** Curriculum Committee Chair, AASC Chair, Transfer Specialist, Originating Faculty Member, Scheduler, Records

**Revised:** May 2009