

COURSE AND SYLLABUS FORM

Syllabus Cover Sheet

Course Discipline Code & No: EDU 100 Title: Paraprofessional Roles & Responsibilities Effective Term Fall 2004

Division Code: MNB Department Code: BEHD Org #: \_\_\_\_\_

Don't publish:  College Catalog  Time Schedule  Web Page

Reason for Submission. Check all that apply.

New course approval  Minor change (Corrections, editing, clarification)

Five-year syllabus review (Attach assessment results.)  Reactivation of inactive course

Major change  Inactivation (Submit this page only.)

Change information:

**Minor changes**

Course discipline code & number (was \_\_\_\_\_) (when changing course number, select "inactivation" to discontinue the old course.)

Course title (was \_\_\_\_\_)

Course description

Course objectives (minor changes)

**Major changes** (reviewed by Curriculum Committee.)

Credit hours (credits were: \_\_\_\_\_)

Total Contact Hours (total contact hours were: \_\_\_\_\_)

Distribution of contact hours (contact hours were: lecture: \_\_\_\_\_ lab \_\_\_\_\_ clinical \_\_\_\_\_ other \_\_\_\_\_)

Pre or co-requisites

Distance Learning section approval

General Education Distribution Course: Add  Remove

Honors section approval

Change in Grading Method

Objectives

Other \_\_\_\_\_

For major changes, consultation with all departments affected by this course is required. Attach "course use in programs" report from Curriculum Database for Faculty.

Rationale for course or course change

1. **Assessment-based:**

2. **Non-assessment-based:** This is the first course in the Paraprofessional Portfolio Preparation certificate program, which is designed to provide an introduction to, and an overview of, the portfolio construction and review processes; and to prepare students to submit portfolio requirements in the courses that follow.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson  New resources needed  All relevant departments consulted

Print: \_\_\_\_\_ Faculty/Preparer Signature \_\_\_\_\_ Date: \_\_\_\_\_

Print: STARBUCK Signature Star Buck Date: 4/29/04  
Department Chair

Division Review by Dean  Request for conditional approval

Recommendation  Yes  No M. Showat 4/29/04  
Dean's/Administrator's Signature Date

Curriculum Committee Review

Recommendation \_\_\_\_\_

Tabled  Yes  No \_\_\_\_\_  
Curriculum Committee Chair's Signature Date

Vice President of Instruction Approval

Approval  Yes  No Roger M. Paloy 4/30/04  
Vice President's Signature Date

Do not write in shaded area.

ACS Code \_\_\_\_\_ Entered in: Banner 4/30 C&A Database 4/30 Log File 4/30

Approved for General Education Area/Group \_\_\_\_\_ Syllabus Date \_\_\_\_\_ Basic skills table updated   
Contact fee

COURSE AND SYLLABUS FORM

Course Discipline & No.: EDU 100 Title: Paraprofessional Roles & Responsibilities

|  |   |   |   |
|--|---|---|---|
| <b>Credit hours:</b> <u>3</u><br>If variable credit, give range:<br>_____ to _____ credits | <b>Instructor contact hours per semester:</b><br>Lecture: <u>45</u><br>Lab: _____<br>Clinical: _____<br>Practicum: _____<br>Other: _____<br><b>Total contact hours:</b> <u>45</u> | <b>Class capacity:</b><br><u>30</u><br>Standard capacity is 30 students unless otherwise specified in the Master Agreement. | <b>Grading options:</b><br><input type="checkbox"/> P/NP (limited to clinical & practica)<br><input type="checkbox"/> S/U (for courses numbered below 100)<br><input checked="" type="checkbox"/> Letter grades |
|--|---|---|---|

| <b>Prerequisites.</b> Select one:<br><input type="checkbox"/> College-level Reading & Writing<br><input checked="" type="checkbox"/> Reduced Reading/Writing Scores<br>COMPASS Reading = <u>70</u><br>COMPASS Writing = <u>81</u><br><input type="checkbox"/> No Basic Skills Prerequisite<br>(College-level Reading and Writing is <u>not</u> required.) | In addition to Basic Skills in Reading/Writing:<br><b>Level I (enforced in Banner)</b><br><table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course/Test</th> <th style="text-align: center;">Grade/Score</th> <th style="text-align: center;">Concurrent Enrollment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table><br><b>Level II (enforced by instructor on first day of class)</b><br><table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">Grade/Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table> | Course/Test              | Grade/Score | Concurrent Enrollment | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ | <input type="checkbox"/> | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ | <input type="checkbox"/> | Course | Grade/Score | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ | <input type="checkbox"/> and <input type="checkbox"/> or _____ | _____ |
|---|--|--------------------------|-------------|-----------------------|--|-------|--------------------------|--|-------|--------------------------|--|-------|--------------------------|--------|-------------|--|-------|--|-------|--|-------|
| Course/Test   | Grade/Score  | Concurrent Enrollment    |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  | <input type="checkbox"/> |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  | <input type="checkbox"/> |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  | <input type="checkbox"/> |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| Course  | Grade/Score  |                          |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  |                          |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  |                          |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <input type="checkbox"/> and <input type="checkbox"/> or _____  | _____  |                          |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |
| <b>Corequisites</b> ( <u>must</u> be enrolled in this class also during the same semester):<br>_____<br>_____   |  |                          |             |                       |  |       |                          |  |       |                          |  |       |                          |        |             |  |       |  |       |  |       |

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| <b>Enrollment restrictions</b> (In addition to prerequisites, if applicable.)<br><input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Instructor consent required<br><input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Admission to program required<br>Program _____<br><input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Other (please specify):<br>_____ | <b>Please send syllabus for transfer evaluation to:</b><br><input type="checkbox"/> EMU<br><input type="checkbox"/> UM<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ | <b>Instructional mode</b><br><input checked="" type="checkbox"/> On campus<br><input type="checkbox"/> Online<br><input type="checkbox"/> Blended (online and on-campus combined)<br><input type="checkbox"/> ITV<br><input type="checkbox"/> Other |
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| <b>Course Options</b><br><b>General Education Group I</b><br>(Select one area)<br><input type="checkbox"/> Writing <input type="checkbox"/> Nat. Sci.<br><input type="checkbox"/> Speech <input type="checkbox"/> Soc./Behav/ Sci.<br><input type="checkbox"/> Math <input type="checkbox"/> Arts/Hum.<br>Courses must meet all criteria.<br><input type="checkbox"/> 1. Is a standard introductory course in the discipline<br><input type="checkbox"/> 2. Has a verified transfer acceptance<br><input type="checkbox"/> 3. Meets the critical thinking requirement<br><input type="checkbox"/> 4. Assesses academic achievement<br><input type="checkbox"/> 5. Covers minimum knowledge/skills | <b>Honors section.</b> Not all criteria are required. Check relevant items.<br><input type="checkbox"/> 1. Emphasis on primary source materials<br><input type="checkbox"/> 2. Emphasis on independent study/research<br><input type="checkbox"/> 3. Greater rigor of course materials<br><input type="checkbox"/> 4. Interdisciplinary approach<br><input type="checkbox"/> 5. Development of critical thinking skills<br><input type="checkbox"/> 6. Additional course objectives<br><input type="checkbox"/> 7. Additional instructional methods<br><input type="checkbox"/> 8. Satisfaction of the service component |
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List all new resources needed for course, including library materials.

COURSE AND SYLLABUS FORM

Syllabus

|   |  |                          |
|---|--|--------------------------|
| <b>Course discipline code &amp; number</b><br>EDU 100 | <b>Course title</b><br>Paraprofessional Roles & Responsibilities | <b>Credit hours</b><br>3 |
|---|--|--------------------------|

|   |  |  |
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| <b>Course description</b><br>Brief statement of the purpose and content of the course | This course is the first of three courses in which school paraprofessionals prepare their portfolios for review by school district evaluators. Students will use the seven required portfolio elements to design the contents of their own portfolios, using Michigan Department of Education (MDE) mandated documentation procedures. Class activities will emphasize the connection between paraprofessional duties, and the creation of a portfolio that reflects these duties. Students will also learn to demonstrate their ability to assist in instruction in the areas of reading, writing, and mathematics. Demonstrations of these abilities will be through the MDE approved methods - classroom observation and dialog with a qualified colleague. |  |
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| <b>Course outcomes</b><br>List brief statements that indicate what students will know and be able to accomplish as a result of taking the course. Indicate how these outcomes will be assessed for NCA assessment of student achievement. | <b>Outcomes</b><br>1. Create a customized outline and plan for completion of all components to be included in the students paraprofessional portfolio.<br>2. Prepare the following portfolio elements for review<br>- workshop participation<br>- college credit<br>- work experience and<br>- supportive instruction activities. | <b>Assessment Method</b><br>Review of written products by "qualified colleagues" in paraprofessional's school. |
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| <b>Content outline</b><br>List in sequence the instructional units/modules/clusters of related topics that will be taught, and indicate the major instructional objectives for each unit. Indicate methods that will be used in each unit to evaluate student work for grading. | <b>Unit and Unit Objectives</b><br><b>Unit 1</b><br>Paraprofessional Duties<br>1. Identify primary duties and responsibilities of school paraprofessionals.<br>2. Describe the relationship between paraprofessional duties and the contents of a portfolio.<br><b>Unit 2</b><br>Portfolio Overview<br>1. Explain the elements that are required to be included in a portfolio.<br>2. Identify how each element must be documented.<br>3. Explain how each element of the portfolio is assessed by school district personnel.<br><b>Unit 3</b><br>Portfolio Preparation<br>1. Calculate points accrued by previous experiences in specified areas: | <b>Evaluation Method</b><br>Explain duties and relationships concisely in a written introduction included in the portfolio.<br><br>Present an oral explanation of the elements and how they are documented and assessed.<br><br>Assessment of previous experiences worksheet. |
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|  | <ul style="list-style-type: none"><li>- workshop participation;</li><li>- college credit;</li><li>- work experience; and</li><li>- supportive instruction activities.</li></ul> <p>2. Complete the documentation needed for the following portfolio elements:</p> <ul style="list-style-type: none"><li>- workshop participation;</li><li>- college credit;</li><li>- work experience; and</li><li>- supportive instruction activities.</li></ul> <p>3. Construct a plan for the completion of elements needed to accrue 60 points in the portfolio.</p> | <p>Correctly completed written documentation using MDE forms.</p> <p>Completion of Portfolio Plan worksheet.</p> |
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COURSE AND SYLLABUS FORM

Student Materials

| List examples of types |  | Estimated costs. |
|------------------------|--|------------------|
| Texts                  | Guidelines for the Michigan Paraprofessional Portfolio Assessment, MDE: Lansing. 2004. | \$ 5.00          |
| Supplemental reading   |  |                  |
| Supplies               | Portfolio binder, index tabs   | \$10.00          |
| Uniforms               |  |                  |
| Equipment              |  |                  |
| Tools                  |  |                  |
| Software               |  |                  |

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

|   |   |
|---|---|
| <input checked="" type="checkbox"/> Level I classroom<br>Permanent screen & overhead projector                        | <input type="checkbox"/> Off-Campus Sites<br><input type="checkbox"/> Testing Center<br><input type="checkbox"/> Computer workstations/lab<br><input type="checkbox"/> ITV<br><input type="checkbox"/> TV/VCR<br><input type="checkbox"/> Data projector/computer<br><input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Level II classroom<br>Level I equipment plus TV/VCR  |   |
| <input type="checkbox"/> Level III classroom<br>Level II equipment plus data projector, computer, faculty workstation |   |