NHTI Concord's Community College	**Course Number:** ECE 155C – Children's Literature to Support Young Children
	Hours: Online **Credits –** 3
	Prerequisite(s):
	Term: Spring, 2020
	Faculty: Katie Boissy, M.Ed. – Adjunct Faculty
	Faculty Accessibility: No office, so by appointment only
	Email: kboissy@ccsnh.edu
	Phone: 568-2095 (cell phone—no calls after 9pm)

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Course Description

High quality children's books will be used as a vehicle for supporting and applying current research on the acquisition of language and reading. This course will provide an overview of exemplary authors and illustrators of children's literature from birth to age 8. Students will become familiar with Caldecott Award-winning books and the artistic techniques used to create these books. Big books will be introduced as a way of distinguishing features of print. Poetry, multicultural books, and bibliotherapy as applied to early childhood education will be studied. Students will learn how to use children's literature to highlight

the literacy elements of characterization, plot, setting, and theme. They will learn how to teach domains of language (phonology, semantics, syntax, morphology, and pragmatics) through shared storybook reading. Additionally, students will explore the teacher's role in promoting family literacy and participate in service learning on this topic.

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Learning Outcomes

Educated Person Statement of Philosophy

MAJOR STUDENT-CENTERED OUTCOMES:

Upon completion of this course students will be able to:

1) identify the genres of children's literature;
   NAEYC Standard 5a

2) apply developmental concepts to the appropriate selection and use of literature in early childhood settings;
   NAEYC Standard 1a, 5c

3) evaluate children's books that have been created by a variety authors and illustrators based on various literacy elements;
   NAEYC Standard 5b

4) incorporate literature into an early childhood setting with books, props, and extension activities thus creating a literacy-rich environment;
   NAEYC Standards 4c, 5c

5) use good children's literature to teach age-appropriate reading, writing, and language skills;
   NAEYC Standard 1a, 5a, 5c

6) demonstrate the ability to share children's books using various techniques in group and individual settings;
   NAEYC Standards 4b, 4c, 5c

7) interact with children in ways that foster self-esteem and enhance favorable attitudes toward school and learning
   NAEYC Standard 4a

8) facilitate family literacy and the home-school connection in the development of reading and writing skills
NAEYC Standards 2b, 2c

9) use quality children's books to introduce the domains of language and emergent literacy skills
NAEYC Standard 4b, 5b, 5c and

10) demonstrate a positive attitude toward children, safe practice with children in field work associated with this class, a willingness to learn, and a willingness to accept direction from instructors, Lab School teachers, and Mentor Teachers.

Conceptual Framework Statement

The vision of the Child and Family Studies (CFS) Department at NHTI is "Learn, practice, teach, reflect, and connect in communities of quality and joy." The faculty of the CFS department view learning and teaching as an emotional and intellectual process that challenges and inspires learners. Faculty aim to develop within students the ability to be curious observers of children using theory and knowledge of growth and development to understand children through interactive learning and play.

Students learn how to promote the social and emotional competence of young children understanding that this provides a solid foundation from which children can explore their world with curiosity and confidence. Students practice implementing effective approaches to teaching early childhood content as they create curriculum with and for children thus discovering answers to their questions about how young children learn. By reflecting on what they have learned through class discussion and documentation in writing and using technology, students become reflective practitioners and embrace lifelong learning.

The family is valued as the first and most important teacher of the child. Students learn to identify and challenge their biases so that they can become culturally competent and inclusive educators who form strong relationships with all families in order to support their children. As they develop professional dispositions in their work, students practice their roles of advocacy and leadership within programs and the greater community.

The Early Childhood Education program of study has been developed to support these beliefs. The curriculum also follows the NAEYC standards for Associate Degree Granting Institutions.

Conceptual Framework Visual Representation

Our conceptual framework celebrates the values, beliefs, and knowledge that guide our program of study and are connected through our vision of "Learn, practice, teach, reflect and connect in communities of quality and joy."

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Course Materials and Resources

REQUIRED TEXT:

Schickedanz, Judith A. and Molly F. Collins (2013) So Much More than the ABCs: The Early Phases of Reading and Writing. Washington, D.C.:NAEYC

SUPPLEMENTAL TEXTS:
Children's Literature (picture books – There is a section in the NHTI library or your local library.)

REQUIRED MATERIALS:

Students must supply most materials (3-ring binders, display board, photos, invitation contents and containers and other materials as required) to complete assignments. This will most likely require $30 or more for the course.

NHTI e-mail address – all e-mail communications for this class must be made using your college e-mail address.

Digital camera for lab. Cell phones are not allowed in the Lab classrooms.

SUPPLEMENTAL MATERIALS:

Articles from various editions of Young Children, the professional journal of The National Association for the Education of Young Children. (NAEYC) (Statement on inside cover of Young Children states – "No permission is required to excerpt or make copies of NAEYC-copyrighted articles in *Young Children* as long as they are distributed at no cost.")

Textbooks, materials and software are available online at: http://www.efollett.com unless specified by your instructor.

- Under "Select your Bookstore", choose "New Hampshire"
- Under "Select Your Institution", choose the campus offering the course.

Lab/Site Participation hours

You are expected to have a group of children to interact with in a child care setting for 2 hours each week so that you may carry out the learning experiences (homework) of this class with real children. We have space available at our campus Lab School (Child and Family Development Center or CFDC) for this purpose. If you will not be doing your Lab Hours at the CFDC you will need to find another site to carry out your hours. Please see the information on Lab Hours that is outlined on the Course Information tab of the Course Menu for detailed information.

If you are sick on a day that you are scheduled at the Lab School, please call your site that morning. Leave your name, the time that you are scheduled to be there, and the room that you are assigned to work in. Treat this time as you would a job commitment. If you wish, you may make up hours in the classroom during the following week only. These hours must be scheduled directly with the Lead Teacher in the classroom to assure that there are not too many adults in the classroom at one time and to be sure that the hours are convenient for the classroom team.

Lab School or other Field/Site work

You are expected to demonstrate a positive attitude toward children, safe practice with children in field work associated with this class, a willingness to learn, and a willingness to accept direction from instructors, Lab School teachers, and Supervising or Cooperating Teachers. If any "cooperating teacher" (CT) has concerns in regards to these areas, he/she will share these with you as a verbal warning. If the concerns continue, a written warning will be issued. If the concerns continue, you will be removed from the field site and accompanying class and receive an AF as a grade in that class. The "supervising teacher" may request that you be removed from the site (and thus the class) without any warning for safety issues.

Falsifying any attendance records is considered plagiarism According to the NHTI Student Code of Conduct, this can result in an F in all of your ECE classes or suspension from the ECE program of study.

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Canvas Orientation

If this is your first time using Canvas at CCSNH, please complete the Canvas student orientation. This orientation offers the opportunity to familiarize you with navigating and using Canvas.

Available Technical Support
If you need help navigating this course, explore the Canvas Student Guide. The Student Guide, Chat, and Phone offer helpful information and are always found by clicking on the help button on the bottom-right side of every page in Canvas.

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Instructional Approach

- Online Class Discussions
- Lecture
- Play
- Videos
- Role-play
- Class Presentations by Peers done via Canvas
- Reflective practice
- Field work at an early childhood setting

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Assessment of Learning

Assignment	NAEYC STANDARD/Information
Reading to Children Literature Plans	1a: Knowing and understanding young children's characteristics and needs from birth through age 8; 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children; 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children; 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. 4d: Reflecting on own practice to promote positive outcomes for each child.

	5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
Flannel board or puppets	4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches; 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
Children's Book	2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child. 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. 6a: Identifying and involving oneself with the early childhood field.

Grading Criteria and Grade Calculation

Category	% of Final Course Grade
Text Questions	5%
Discussion Posts	30%
Handbook	5%
Flannel Board/Puppet Show	10%
Lab Applications	30%
Your Own Children's Book	10%
Lesson Plans	5%
Lab Hours	5%

Grading Schema	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59-0

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Course Schedule

This syllabus is to be used as a guide; it contains information about the course, how it will be taught, what will be required of students and assessment methods that will be used. **All information is subject to change at any time. Modules open at midnight on Monday/Tuesday and close the following Tuesday at 9pm. That is when all assignments are due by.**

Weeks & Dates	Topics	Activities/Assignments	Assignment Due Dates
Week 1 1/21-1/27	**Introductions** **Reading Attitudes** ***I Just Love These Books!*** **First Week's Books** **Planning Successful Read Alouds** **Making your "Hand Book"**	☐ Digital Introduction Discussion (10 pts) ☐ Effective Read Alouds Discussion (5 pts) ☐ Text Questions (TQ) #1 – Introduction (pages 1-4) – So Much More Than the ABC's text (9 pts)- ☐ "Read" this week's books. Write your notes on the handout provided. ☐ Write and illustrate your "Hand Book" (50 pts) ☐ Begin working at your lab site with young children next week ☐ Send all appropriate lab paperwork to Diana Menard ***Assigned Readings:***	**1/27**

		☐ So Much More Than the ABC's text – Read the Introduction on pages 1-4. **☐ Look through the syllabus. Ask any questions in the Discussion Board thread, labeled Class Questions and Answers.**	
Week 2 **1/28-2/3**	***Author Chair - Hand Books*** **Flannel Boards** **Lab Application 1**	☐ Summarizing Reading Attitudes Discussion (10 pts) ☐ Insights on using Flannel Stories with infants Discussion (5 pts) ☐ Hand Books Summary Discussion (5 pts) ☐ DB – Planning Successful Read Alouds – Discussion (10 pts) Lab Application #1 (5 points) ☐ What are the children at your site showing you that they know about reading and writing? What do they say or do to demonstrate this knowledge?	**2/3**
Week 3 **2/4-2/10**	**Books for Infants and Toddlers – birth – 30 months** **Puppets** **Lab Application 2**	☐ TQ #2 on Chapter 2 in So Much More (20 pts) ☐ Reading with Infants and Toddlers Discussion (20 pts) ☐ Puppet Play Therapy Discussion (10 pts) ☐ Begin working on either the flannel board or puppet show. Please pay close attention to the rubric as you create this. **This is NOT due now!!** (90 pts) *Assigned Readings* ☐ Read in So Much More – Chapter 2 Lab Application #2 (5 points) ☐ Now that we have discussed how to read books to each age group, please read a book of your choice to your class/site. Describe to us how it went, what you would change (if anything) and what you could possibly improve for next time.	**2/10**
Week 4 **2/11-2/17**	***I Just Love These Books!*** **Characterization** **Strategies to make characters from picture books come alive**	☐ 2 Characterization Strategies in Discussion (20 pts each) ☐ TQ #3 on Chapter 1 in So Much More (13 pts) ☐ Continue flannel board or puppet show work *Assigned Readings* ☐ Read in So Much More – Chapter 1	**2/17**

Week 5 **2/18-2/24**	***I Just Love These Books!*** **Setting** **Types of Settings**	☐ Settings Discussion (5 pts) ☐ TQ #4 (48 pts) ☐ Continue flannel board or puppet show work *Assigned Readings* ☐ Read in <u>So Much More</u> – Chapter 3	**2/24**
Week 6 **2/25-3/2**	***I Just Love These Books!*** **Plot** **The Reading Connection** **"Like Mud, Not Fireworks"** **Lab Application 3**	☐ Read the Mem Fox article, "Like Mud, Not Fireworks" ☐ Record you 5 favorite ah-hahs from Mem's article Discussion (5 pts) ☐ Begin reading the books on plot and write ideas you want to remember in the plot handout. ☐ Begin learning about the Reading Connection in the Video Lecture ☐ Begin choosing a book to use to plan your Reading Connection Lesson Plan – **due Module 7** ☐ Continue flannel board or puppet show work	**3/2**
Week 7 **3/5-3/9**	***I Just Love These Books!*** **Theme** **Different Kinds of Storytelling** **Lab Application 3**	☐ Read the books on theme and write ideas you want to remember in the theme handout. ☐ Favorite Theme Discussion (10 pts) ☐ Storytelling Techniques (20 pts) ☐ Reading Connection Lesson Plan (20 pts) ☐ Finish Puppet Show/Flannel Board Project **<u>Lab Application #3 (5 points)</u>** ☐ What evidence of "fireworks" or "mud" had you observed in yourself in your work with children? If it is fireworks, how will you enhance it? If it is mud, how will you change it?	**3/9**
Week 8 **3/10-3/23**	**Class Presentations of Flannel Boards or Puppet Shows** **Domains of Language**	☐ TQ #6 on Chapter 5 in <u>So Much More</u> (13 pts) ☐ What Do You Need to Know to Learn How to Read? Discussion (10 pts) ☐ Shared Activity Experience (One-on One Activity) Discussion (10 pts) ☐ Flannel Board/Puppet Project due- (90 pts) ☐ Based on observations of your children at lab, decide on a focus on phonology or pragmatics for your lesson plan and begin to make your plan. **Due Module 10.**	**3/23**

		☐ Continue work on phonology or pragmatics for your lesson. *Assigned Readings* ☐ Read in So Much More – Chapter 5 ☐ Read in Shared Storybook Reading – Chapter 6	
Week 9 3/17-3/23 NO CLASS THIS WEEK FOR SPRING BREAK			
Week 10 3/24-3/30	**Illustrators and their Illustrations Your Own Children's Book Assignment Lab Application 4**	☐ Favorite Illustrator WIKI (5 pts) ☐ Phonology or Pragmatics Lesson Plan due (24 pts) ☐ Begin to gather together items in your home that you could use for next week's illustrator's studio – different kinds of papers, things to make marks with, collage materials, etc. **Lab Application #4 (5 points)** ☐ Choose an illustrator of your choice and create a piece of artwork with your class/site, following the illustrator's style. Share with us the author you chose, why you selected their artwork and what materials you used with the children. Please also share the finished product.	**3/30**
Week 11 3/31-4/6	**Illustrator's Studio!**	☐ Create your 4 Beautiful Papers. Then create a PPT of them, as I demonstrated in the Illustrator's Studio folder. Post your PPT to the Beautiful Papers DB by the end of the week. (20 pts) ☐ Continue work on Children's Book.	**4/6**
Week 12 4/7-4/13	**Bibliotherapy Lab Application #5**	☐ 3 Bibliotherapy Books Discussion (30 pts) ☐ Continue work on your children's book. **Lab Application #5 (5 points)** ☐ Look around your classroom or your observation site. Where (if anywhere) do you see Bibliotheraphy being used? If you do not see it in place, tell us what you think could be added to the bookshelf and why.	**4/13**
Week 13 4/14-4/20	**Wordless Books Patterning books with children Lab Application #6**	☐ TQ #7 on Chapter 4 in So Much More (11 pts) ☐ Continue work on your children's book. **Lab Application #6 (5 points)** ☐ Create Your Own Patterning Book OR Wordless Book and share it with your site/classroom. Write afterwards, how it went, including details of responses of the children.	**4/20**

		Assigned Readings ☐ Chapter 4 in So Much More	
Week 14 **4/21-4/27**	**Videotaping yourself reading your Children's Book** **Print Awareness** **Using Children's Book to Introduce Concepts of Print Awareness** **Informational Books** **Concept Books**	☐ Videotape yourself reading Your Own Children's Book to Your Observation Site (if you cannot record the children, zoom in yourself). Make sure to cover the Reading Connection. ☐ Create a power point of each page of your book, as well as including information about your Reading Connection. ☐ Complete the highlighted Reflective Practice sections on the Children's Book Rubric. ☐ Complete your third Reading To Children Literature Plan using the Reading Connection format on Your Own Children's Book. ☐ Take notes on print awareness using the Concepts of Print Awareness Handout in the Print Awareness folder ☐ Create your own handout to take notes on the books listed in the Informational Books Lecture. Include the names of the books and write down what you like or don't like about them and how you might use them with children	**4/27**
Week 15 **4/29-5/4**	**Finger plays** **Music and Movement** **Multicultural Books** **Intergenerational books** **Picture Books** **Manipulative or "Toy" Books** **Lab Application #7**	☐ Finger play Discussion (15 pts) ☐ Submit Lab Hours (60 pts) **Lab Application #7 (5 points)** ☐ Carry out a finger play at your site/classroom. Share with us, in detail, what you did and the response of the children.	**5/4** **YOU DID IT!**

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Course Notices

Faculty Email Response Time – Students who send an email (kboissy@ccsnh.edu) can expect a 24 hour or less response time.

Attendance Policy:

I highly recommend that you "come to class" several times during the week beginning on Tuesday when the new week's Module opens. Then plan on entering every other day or more if needed. Please be sure that on the first day that the module becomes available (Tuesday) that you review all that will be required of you that week. This way

you will know when you need to carry out an assignment with children in lab so that you can be prepared by having completed class lectures and readings so that you can be successful in lab. As you plan your time, plan that it will take you 2-3 hours just to go through everything that is posted in class for the week – pretend that this is "seat time" in class. Then in addition to this, you can expect 6-9 additional hours each week to complete homework assignments and readings. **TIME MANAGEMENT IS CRUCIAL TO YOUR SUCCESS ON-LINE!**

Attend all classes. Your attendance will be verified by your participation in discussion boards and assignments. If illness or other circumstances prevents attendance for more than a few days, contact me by e-mail at kboissy@ccsnh.edu to discuss your absence with me. THIS MUST BE DONE PRIOR TO ASSIGNMENTS BEING DUE! You may miss one week's participation without any impact on your grade due to attendance. Subsequent absences will result in a loss of points on your final grade. If you miss 2 weeks in a row without participating or contacting me, a grade of AF will be issued.

The maximum number of weeks of non-attendance for the semester is three. A fourth week's lack of participation will result in an AF even if you have contacted me and even if you are sick.

The attendance policy for the AF grade as outlined in the Student Handbook reads as follows:

> Instructor or administrator initiated withdrawal at any time for reasons other than poor grade performance-e.g., failure to meet attendance requirements, as published in the instructor's syllabus, violation of the Student Code of Conduct, disruptive behavior, etc. The grade may also be issued if a student registered in a clinic, practicum, internship or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. Calculated in GPA as an "F."

Weekly classes

Each week's class opens on Tuesday morning (12:01 am) and closes at 9:00 pm the following Monday. Come to class early each week to review that week's materials so that you have an idea of what you'll need to do that week. Making a copy of the weekly pages and creating your own hard-copy notebook may help you to easily review course content.

Discussion Boards (DB)

Plan on coming to discussion early in the week as outlined in the individual assignment so that you have time to share ideas and then discuss the ideas that you have shared. If you wait until later in the week to enter the DB, it will be difficult for others to respond to your posts.

Assignment Submission Requirements:

Assignments submitted for this course must be submitted either in person or via Canvas. Assignments may not be emailed for submission. Submission icons will be posted in our course

for each assignment. Students are expected to be present and ready for class presentations on the assigned date unless a prior arrangement is made. **Otherwise the presentation grade will be forfeited.**

Late Work: This policy has been developed on the recommendation of our recent graduates to prevent procrastination and help alleviate being overwhelmed with assignments:

For our purposes, "late" means that an assignment is turned in after it is due – even if it is 30 minutes after it is due. Deadlines are the reality of life. It is our responsibility to one another to complete work in a timely manner so that ideas can be discussed and applied in current time. So please, complete assignments by the date specified on the Class Schedule, or **be willing to accept a zero.**

Written homework is to be handed in on the date that it is due. **When life happens, e-mail me BEFORE the assignment is due to let me know that it will not be in on time. Additionally, write up a plan of action to let me know when to expect the assignment. THIS NEEDS TO BE APPROVED BY ME.** If this doesn't happen, please accept a zero!

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Extra Credit:
I do not give extra credit work. All assignments are thoughtfully created to help assure that you meet the competencies of this course.

Computer Crashes and Printer Mishaps
Technology is great when it works. Sometimes it doesn't. Plan your time well so that you are not faced with a computer or printer problem the night before something is due.
SAVE ALL OF YOUR WORK TO DISK AND KEEP IT UNTIL AFTER YOU RECEIVE YOUR FINAL GRADE. THIS WILL ALLOW YOU TO SUPPLY ME WITH A DUPLICATE OF YOUR WORK IF NEEDED.

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NHTI ACADEMIC AFFAIRS NOTICES

Students must meet the requirements of all academic policies. Therefore, students are expected to acquaint themselves with these policies by visiting the college's Web site.

COURSE DROP/WITHDRAWAL AND REFUND

A course must be dropped by notifying the Registrar's Office or the Academic Advising Center prior to the end of the fourteenth calendar day of the semester in order to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit a DROP form to the Registrar's Office or Advising Center, but no refund will be granted. Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade. Officially dropping a course prior to the completion of 60% of the scheduled duration of a course will result in a grade of "W". After that time, a grade of "WP" or "WF" will be issued depending on the student's standing at the time of the drop. Note: Dates are prorated for courses offered in an

alternative format; contact the Registrar or Advising Center for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund. See policy. Dates for the Spring 2019 full semester are as follows:

Last day to drop with a full refund for full semester courses 2/4/2019

Last day to withdraw with a grade of 'W' from full semester courses 4/1/2019

CLASSROOM ETIQUETTE

Academic integrity is of primary importance in the classroom, whether the classroom be face-to-face or online. Both students and faculty are responsible for creating and maintaining an environment that supports an effective learning community. It is therefore imperative that students and faculty demonstrate mutual respect. Inappropriate behavior may compromise the learning and performance of all students. Such inappropriate behaviors include but are not limited to: late arrivals/early departures; loud or prolonged side conversations; use of cell phones; computers (other than for legitimate academic use); iPods (or similar devices), etc.; use of derogatory or vulgar language. All students are expected to abide by the Student Code of Conduct as published in the NHTI Student Handbook, as well as the CCSNH Netiquette Guidelines, and are subject to sanctions as described therein for any violations.

CLASSROOM SAFETY AND EMERGENCY PROTOCOLS

Students and faculty should familiarize themselves with the emergency protocols and evacuation routes posted in each classroom.

PROCESS TO ADDRESS A CLASSROOM CONCERN

NHTI is committed to creating and maintaining a positive and productive learning environment for all students. Students who have concerns about any aspect of the classroom experience should first discuss the concern with the course instructor. Discussions may be held in person, via telephone, or CCSNH email system. In the event that discussion with the course instructor does not resolve the issue, the concern should then be brought to the appropriate department chair. Only after a student has been unable to resolve the issue through discussion with their course instructor and department chair should a student bring concerns to the Vice President of Academic Affairs. Where the concern about the classroom experience involves discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identify or expression, genetic information, and veteran status, as defined under applicable law, the student should also report the conduct to the college's Title IX and Equity Coordinator, and follow the process set for in Student Affairs Policy 730.06 and where the concern involves a grade appeal the student must follow the process and timeline outlined in Academic Affairs Policy.

CIVIL RIGHTS and EQUITY ISSUES (discrimination and harassment)

NHTI is committed to creating and maintaining a positive and productive learning environment for students, a professional setting for its employees, and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, NHTI prohibits all manner of discrimination in the administration of its employment programs and practices on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual

orientation, marital status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law. The college is sensitive to the concerns an individual may have in coming forward with a complaint regarding discrimination. The grievance reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss his/her concerns. Retaliation of any kind against anyone making an allegation of discrimination, against anyone involved in the investigation, or against anyone involved in the decision regarding corrective and/or disciplinary action is prohibited and will result in disciplinary action against the retaliator. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of discriminatory or harassing behavior while engaged in an NHTI-sponsored activity should report such behavior to the NHTI Title IX and Equity Coordinator (Laura Pantano, Student Center 226, 603.271.4295) or the NHTI Human Resources Officer (Susan Makee, Little Hall, President's Office Suite, 603.271.6486 extension 4122).

REPORTING SEXUAL MISCONDUCT, VIOLENCE, OR EXPLOITATION

At NHTI, Concord's Community College, every attempt is made to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in your written work, and in meetings with your professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence, and exploitation of individuals per federal statute and in compliance with established policies and procedures at NHTI Concord's Community College. If you have been subjected to sexual misconduct, violence or exploitation, we encourage you to contact the NHTI Title IX and Equity Coordinator (Laura Pantano, Student Center 226, 603.271.4295). You may also contact: Crisis Center of Central New Hampshire at Telephone: 866.841.6229 (crisis line). You are not alone.

Additional information including resources can be found at: New Hampshire Coalition Against Domestic and Sexual Violence uSafe

THE ACADEMIC CENTER FOR EXCELLENCE

The Academic Center for Excellence (ACE), located in the library, provides free academic assistance to all NHTI students who would like to improve their grades. The ACE offers peer and professional tutoring in Accounting, A&P, Biological Sciences, Math, Chemistry, Physics and most other subjects. The Writing Center & Study Solutions Lab offers writing, reading and study skills. The Academic Center for Excellence also includes Accessibility Services and a computer lab. For more information call 230-4027 or visit the website.

ACCESSIBILITY SERVICES

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991, students with disabilities are eligible to receive academic adjustments and services to ensure equal access to classes and programs. Students with disabilities are encouraged to contact the Coordinator of Accessibility Services as soon as possible for a confidential discussion regarding their learning needs and the process for requesting reasonable accommodations in the classroom. Once the Office of Accessibility Services has approved services, the student must show the Letter of Accommodation to their instructor. Accommodations are not provided retroactively. The Office of Accessibility Services is located in the Academic Center for Excellence or by email.

CCSNH CLASSROOM RECORDING POLICY

As per CCSNH policy: “Students are not permitted to record any class lectures, activities or discussion using electronic video, still photo, or audio recording unless the student first obtains permission from the instructor. If the recording is made as a recommended, reasonable accommodation or modification for a student with a disability, permission shall not be unreasonably withheld.” To view the entire policy please visit the website (starting on page 37).

CROSS-CULTURAL EDUCATION & ENGLISH for SPEAKERS of OTHER LANGUAGES (ESOL)

The Director of Cross-cultural Education, tutors, and staff, located in Library, Room 135, work together to provide the tools, strategies, and materials necessary for second language/second culture students and their instructors to access and deliver academic content, respectively. Services also include testing accommodations, socio-cultural and academic advising and support in acculturating to college and community life. Prospective students may arrange to take our institutional language placement test to allow for appropriate academic recommendations and course placement and registration. ESOL courses are offered for college credit throughout the year. An academic transition process allows students to take ESOL courses and courses required in their chosen program simultaneously. One-on-one and open group tutoring and testing accommodations can be arranged through this office. Programs that assist members of the international, immigrant, and host communities are also offered to better support cross-cultural communication and to promote awareness and understanding of and appreciation for the growing diversity of our community. Call 230-4055 for more information or stop by. We are happy to help!

PLAGIARISM/CHEATING POLICY

As stated in the Student Handbook: Honesty is expected of all NHTI students. In academic matters this includes the submission of work that clearly indicates its source. Dishonest acts include cheating and plagiarism. Cheating includes, but is not limited to: (1) use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or examinations or in the preparation and completion of class assignments; (2) dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the CCSNH colleges faculty, staff, or students; or (4) knowingly providing unauthorized assistance of any kind to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments (sometimes known as facilitation). Plagiarism includes, but is not limited to, the use (intentional or unintentional), by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means. Cheating and plagiarism are considered serious disciplinary matters and are subject to the same penalties and procedures

as other NHTI disciplinary matters. Students should be aware that penalties levied in proven cases of cheating or plagiarism may include the issuance of a grade of AF (which may in turn lead to delay of graduation), suspension or dismissal from a program or from the college, or other sanctions as deemed appropriate.

CANCELLATION/DELAYED START OF CLASSES

When the President deems it prudent to cancel all classes at the college, students will receive a notice via their college email address using the NHTI Alerts Notification System. (To receive Alerts messages via other addresses/phone numbers, sign up at the NHTI website.) An announcement will also be made on WMUR-TV (Channel 9) and local radio stations and will be posted to the NHTI Web site. Students checking the Web page for cancellation announcements should be aware that the page must be repeatedly "refreshed" to obtain the latest information. Occasionally, the President will opt for a delayed start to classes. This means that students should be prepared to begin their school day with whatever activity they would normally be doing at the announced opening time. For example, if a two-hour delay is announced, and a student is scheduled for a class that normally meets from 8:00-10:50 AM, the student should come to that class at 10:00 AM for the remaining 50 minutes of class; classes that are normally completed before 10:00 AM would be cancelled.

GRADE REPORTING

Faculty submit grades electronically to the Registrar's Office within a few days following the end of each final exam period. FINAL GRADES ARE NOT MAILED to students. It is the student's responsibility to review his/her final grades via the Student Information System as soon as grades are available. Students who receive an "I" (Incomplete) grade should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved "I" grades will convert to an "F" (Failing) grade automatically at the end of the third week of the following semester. A grade of Incomplete will place a student's financial aid status on hold for the subsequent semester. Consult the NHTI catalog for the full "Incomplete Grade Policy."

STUDENT ATHLETES

NHTI values its student athletes and wants them to be successful both on the field/court and off. Therefore, student athletes participating on any NHTI-sponsored team MUST provide each of their instructors with documentation from the NHTI Athletic Department confirming their participation on a team, as well as the schedule of practices and games, within the first week of the semester or immediately upon joining a team (if joining after the semester begins) to receive consideration for excused absences, make-up testing, or other sorts of accommodations related to the team schedule. This documentation must be presented in advance of any special requests. Participation on an NHTI-sponsored team does not excuse any student from compliance with any/all course requirements. Faculty are not required to excuse students from class or lab to attend practice sessions, and there may be circumstances (such as clinical requirements) under which athletes may not be excused for games, though every effort will be made to accommodate the schedules of student athletes who work responsibly with their instructors.

STUDENT EMAIL

Official Community College System of New Hampshire (CCSNH) email accounts will be created automatically for all enrolled students at the time of course registration. This is the only email address that will be recognized by NHTI for any required correspondence in NHTI-controlled courses and will serve as the official account for ALL of your electronic communication with the college. This practice will ensure that all students are able to comply with the email-based requirements specified by faculty. Students are responsible for checking their official student email regularly and reading college-related communications. The electronic

mail system is college property. Additionally, all messages composed, sent, or received on the electronic mail system are and remain the property of CCSNH or NHTI. The CCSNH electronic mail system is not to be used to create or forward any offensive messages. CCSNH is not responsible for the handling of email by outside vendors.

ACADEMIC CREDIT

NHTI awards academic credit in accordance with the policy of the Community College System of New Hampshire, which equates a credit hour to (1) one hour* of "lecture" per week for 15-16 weeks**; (2) 2-3 hours of lab per week for 15-16 weeks**; (3) 3 hours of practicum per week for 15-16 weeks**; (4) 3-6 internship hours per week for 15-16 weeks**; or (5) 3-5 clinical hours per week for 15-16 weeks**. In awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit (**) in related course activities (completing assignments, studying, etc.).

*one instructional hour equals 50 minutes

** All "per week" hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study tim