Before we begin:

Please take at least one sheet of the paper we are offering at the door.

Write at least one fear, unknown, dislike related to moving to the eight-week format on your paper.
Top Ten Transition Steps

Teresa Kelly - ASAP Coordinator
Tamre Conwell - Chair, EDUC Dept.

Eight-Week Courses & Improved Outcomes
Reframe Thinking

How can this improve your students’ outcomes?

How can this help me be a better instructor?

How can I partner with others for cross-disciplinary learning experiences?

How do I apply Growth Mindset Theory in both teaching and learning as I transition?
Growth Mindset Theory

The Power of Yet
Top Ten Transition Steps
STEP 1
Make Time
Major Course Learning Objectives

Who, What, When, Where, Why?
Find and Follow
Retrieve outlines by course prefix and number or by category.

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. (ACCT 101)</td>
<td></td>
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</tbody>
</table>

Search

No courses meet this criteria.

* Adobe Reader is required to view a PDF.

* If you are looking for an older version of a Course Outline of Record, please contact your advisor or program chair.

* College Faculty and Advisors may login here to obtain Microsoft Word formatted Course Outlines and access to older versions of a Course Outline of Record.
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Availability</th>
<th>Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 090: Introduction to Accounting (Fall 2014)</td>
<td></td>
<td>View Full Outline</td>
</tr>
<tr>
<td>ACCT 101: Financial Accounting (Spring 2018)</td>
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<tr>
<td>ACCT 102: Managerial Accounting (Fall 2014)</td>
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<td>ACCT 105: Income Tax (Fall 2014)</td>
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<td>ACCT 106: Payroll Accounting (Fall 2014)</td>
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<td>ACCT 109: Personal Finance (Fall 2011)</td>
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<tr>
<td>ACCT 112: Managerial Accounting Application (Fall 2011)</td>
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<td>ACCT 118: Financial Concepts for Accounting (Fall 2014)</td>
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<td>ACCT 122: Accounting Systems Application (Fall 2014)</td>
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<tr>
<td>ACCT 201: Intermediate Accounting I (Fall 2014)</td>
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<tr>
<td>ACCT 202: Intermediate Accounting II (Fall 2014)</td>
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<tr>
<td>ACCT 203: Cost Accounting I (Fall 2014)</td>
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<tr>
<td>ACCT 204: Cost Accounting II (Fall 2014)</td>
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<tr>
<td>ACCT 205: Income Tax (Fall 2015)</td>
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<tr>
<td>ACCT 206: Advanced Managerial Accounting (Fall 2011)</td>
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<tr>
<td>ACCT 207: Accounting for Government and Nonprofit Entities (Fall 2014)</td>
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<tr>
<td>ACCT 208: Advanced Income Tax (Spring 2016)</td>
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<tr>
<td>ACCT 209: Auditing (Fall 2014)</td>
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<tr>
<td>ACCT 210: Forensic Accounting (Fall 2015)</td>
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<td>ACCT 212: Business Finance (Fall 2011)</td>
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<tr>
<td>ACCT 213: Advanced Spreadsheets (Fall 2011)</td>
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<tr>
<td>ACCT 217: Intermediate Accounting Applications I (Fall 2011)</td>
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</tbody>
</table>
COLLEGEWIDE COURSE OUTLINE OF RECORD

ACCT 090, INTRODUCTION TO ACCOUNTING

COURSE TITLE: Introduction to Accounting
COURSE NUMBER: ACCT 090
PREREQUISITES: None
SCHOOL: Business, Logistics, and Supply Chain
PROGRAM: Accounting
CREDIT HOURS: 3
CONTACT HOURS: Lecture: 3
DATE OF LAST REVISION: Fall, 2013
EFFECTIVE DATE OF THIS REVISION: Fall, 2014

CATALOG DESCRIPTION: Introduces the basic principles of accounting as utilized in a variety of office settings. Includes the principles of debit and credit, double-entry bookkeeping, use of journals, and analyzing transactions. Uses of ledgers, posting procedures, petty cash, banking procedures, payroll, depreciation, work sheets, balance sheets, and income statements are covered as well.

MAJOR COURSE LEARNING OBJECTIVES: Upon successful completion of this course the student will be expected to:

1. Define certain business accounting terms and explain how selected business transactions affect the business entity, using the accounting equation.
2. Describe the nature of the trial balance, income statement, and the balance sheet.
3. Explain the function of the double-entry framework.
4. Identify the flow of financial data in an accounting information system.
5. Demonstrate the journalizing and posting of entries.
6. Explain the operation of a petty cash fund.
8. Demonstrate knowledge of payroll procedures.
9. Display knowledge of depreciation methods and procedures.
10. Prepare the income statement and balance sheet along with supporting schedules.
STEP 3
Map It

- Structure
- Order
- Logical Connections
- Applications
STEP 4
Gather Resources
STEP 5
Bloom’s Taxonomy

What is the Goal?

● To Remember?
● To Understand?
● To Apply?
● To Analyze?
● To Evaluate?
● To Create?
STEP 6
Teaching Decisions

Pedagogy/Andragogy

- Strategies
- Tools
- Methods
- Theory
pedagogy  noun

"ped-a-gō-gy | \ˈpe-də-,gō-jē\  also -ˌgā-, especially British -ˌgā-gē\"

Definition of pedagogy

: the art, science, or profession of teaching
andragogy  noun

\ˌand-rə-ˈgä-jə, -ˈg{"œ}-jə, -ˈgä-gē\  plural -es

Definition of andragogy

: the art or science of teaching adults
Strategies

- Collaborative/Cooperative Learning
- Audience Response System (Ex. Kahoot!)
- Service Based Learning
- Socratic Seminar
- Case Study/Real Life Scenario
- Entry and Exit Slips
Post-Presentation Celebration - Teamwork
Timeline - Cooperative Learning
Students
Teaching
Students
Simulated Experiences
Tools

- Google Tools
- OER (Open Educational Resources)
- Library Databases
- Whiteboards
- Podcasts
- Videos
- Guest Speakers
- Graphic Organizers
- Books
- Rubrics
Methods

- Flipped Classroom
- Game Based Learning
- Inquiry-Based Classroom
- Project Based Learning
- Student Led Classroom
- Direct Instruction/Lecture
Theories

- Cognitivism
- Hierarchy
- Learning
- Zone
- Needs
- Theory
- Intelligences
- Behaviorism
- Multiple
- PBL
- Scaffolding
- Development
- Schema
- Discovery
- Growth
- Inquiry
- Social
- Constructivism
- Experiential
- Proximal
STEP 7
Determine Assessments

- Formative
- Summative
- Variety/Activity
- More Inclusive
- Productive Learning
STEP 8
Schedule

- **Flexibility** - Life Happens
- **Feedback** - Timing/Quality
- **Optimal learning**
STEP

9
Visualize the

● Teaching
● Learning
● Outcomes
● Challenges
STEP

10
Refine & Reflect
Resources for Success
Resources
Offered in a Differentiated Format
SUCCESS RESOURCES

Theory, Course Planning, & Assessment

Theory

❖ Do you like to gain information in a visual way?
❖ Do you want to know more about the Growth Mindset Theory?
❖ Do you prefer to watch a video?
❖ Have you considered learning from TED Talks?
❖ Need some new ways to teach critical thinking?
❖ Would you like to know the basics of andragogy?

Course Planning

❖ Do you want to gain information from a Podcast?
❖ NPR has some helpful podcasts too.
❖ Want the top 5 teaching strategies according to TeachHub?
❖ Have you considered the ways Khan Academy might help your learners?
❖ Do you have the tools necessary to meet the needs of diverse learners, including those with disabilities?
❖ Want free stuff?
❖ Do you understand the learning gap?
❖ Have you considered using delayed grading as an effective learning tool?
❖ Need more information about blended learning?
❖ Do you need a checklist to help you design your course?

Assessment

❖ Do you know the difference between formative and summative assessments?
❖ Do you need additional information about assessment?
❖ Would you like to learn more about teaching strategies/assessments?
❖ Do you know how to make failure more difficult than success?
❖ Do you understand how to differentiate for your diverse learners?
## Example of Mapping

<table>
<thead>
<tr>
<th>Major Course Learning Objectives</th>
<th>Teaching</th>
<th>Learning</th>
<th>Assessment</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Explore the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence.</td>
<td>Prepare examples of characteristics, attributes, &amp; examples representing each of the developmental domains.</td>
<td>Learners will work in small groups to categorize the characteristics, attributes, &amp; examples according to their domains and according to the stages of infancy, toddlerhood, preschool, elementary, and secondary level children and adolescents.</td>
<td>Child Case Study Completed Individually</td>
<td>Learners will research theory and developmental milestones and apply this knowledge as they observe, interview, and document during the child case study. Each learner will examine the physical, social, emotional, cognitive, behavioral and moral development of the child studied and the environments in which this is taking place. Theory will be used to examine and support findings. Confidentiality forms will be signed prior to the study starting and confidentiality will be maintained during any discussion and in the written study.</td>
</tr>
<tr>
<td>2  Recognize theories of growth and development.</td>
<td>After having offered</td>
<td>Learners will be organizing their thoughts</td>
<td>Child Case Study Completed Individually</td>
<td></td>
</tr>
<tr>
<td>Development that focus on early and middle childhood through the adolescent years.</td>
<td>Resources to explore a variety of theories of growth and development, play <em>Theory Kaboom!</em></td>
<td>About the various theories as they attempt to win the <em>Theory Kaboom!</em> game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Each small group plays against the others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3 | Examine and implement observation and interviewing skills as a means of understanding the child. | Have a variety of rocks available for observation. Each small group will receive a pile of rocks and some index cards. Groups will observe and document | Learners examine the rocks, practice objective documentation, and question development as they manipulate the rocks and cards. | Child Case Study Completed Individually |
as many objective descriptions of the rock as possible in a few minutes.

Then the rocks will be collected and rotated to another group. Through the use of the objective documentation, each group will try to decide which card describes which rock.

Once this is finished, the group who
documented will check to see how the receiving group did using their descriptions.

Any mismatched cards and rocks will become the topic of interviews. The receiving group will ask questions to attempt to correct their errors.

Each group's secretaries will document the questions.
<p>| | | | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Discuss confidentiality when working with children/adolescents and families.</td>
<td>Discuss legal responsibilities for confidentiality. Prepare scenarios in which confidentiality is in question.</td>
<td>Small groups will sort the scenarios into confidentiality maintained and breached stacks. They will discuss their choices.</td>
</tr>
<tr>
<td>5</td>
<td>Identify pro-social and anti-social behavior.</td>
<td>Create a Kahoot with examples of pro and anti-social behaviors.</td>
<td>Small groups will compete with one another to win the Kahoot game. After the game, discuss how to identify which behaviors fall into which categories.</td>
</tr>
<tr>
<td>6</td>
<td>Identify appropriate</td>
<td></td>
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</tbody>
</table>
environments that promote healthy emotional/social development for all children/adolescents.

<p>| 7 | Recognize appropriate personal strengths and behaviors desired when working with children age eight through adolescence. | Use the list of dispositions for teachers and the InTASC dispositions to have students self-evaluate their strengths and weaknesses. Have learners offer an evaluation of one other learner. | Learners will assess their own strengths and behaviors. They will also assess another learner. | Self-Assessment and Reflection on Perceptions of Another | Learners will examine their strengths and weaknesses relative to the dispositions necessary in high-quality teachers. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>using the same dispositions.</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Identify and analyze societal issues facing today's children/adolescents.</td>
<td>After having researched and interviewed others to gain knowledge of issues, learners will analyze the causes and effects in children and families.</td>
<td>Learners will conduct action research to identify the needs of children and families relative to societal issues.</td>
<td>Small Group Action Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learners will conduct action research to identify and analyze issues, resources, and ways to support children and families. This will be presented by the small groups.</td>
</tr>
<tr>
<td>9</td>
<td>Identify and explore ways to support diverse children/adolescents in their personal growth and development related to trust,</td>
<td>Have learners brainstorm lists of ways learners may be diverse.</td>
<td>Learners will explore ways to support children and families to promote optimal development.</td>
<td>Small Group Action Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore the Developmental Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>autonomy, initiative, industry, and identity.</td>
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</tr>
<tr>
<td>10</td>
<td>Identify community and school resources needed to support children through adolescent-age children and families.</td>
<td>Examine the local community with regard to the Developmental Assets.</td>
<td>Learners will map the needs and resources available to support children and families.</td>
<td>Small Group Action Research Project</td>
</tr>
</tbody>
</table>

| All MCLOs | Students will create their artifacts for their efolios to present, demonstrate, and defend the skills, knowledge, and dispositions of one of the InTASC standards. Those will be presented and the connections between what has been learned and how it will be used when teaching will be delineated by each student. |   |   |   |