

Granite State College

February 2020 Addendum

The following are updates to the 2019-2020 Undergraduate Catalog. Effective February 2020. They are as follows:

➔ **The course descriptions for the following Instructional courses were omitted in the 2019-2020 catalog. They can be found on the following pages.**

- INST 540 Practicum in Education & Training
- INST 605 Teaching and Learning in Adulthood
- INST 607 The Learning Workplace
- INST 609 Current and Emerging Topics in Teaching and Learning in Adulthood
- INST 610 Instructional Design and Interactive Learning
- INST 615 Engaging Adult Learners in the Digital Age
- INST 620 Make Learning Matter: A Choose-Your-Own-Adventure Journey
- INST 640 Internship in Education and Training
- INST 650 Program Development and Learning
- INST 710 Engaging Adult Learners in the Digital Age
- INST 715 Current and Emerging Topics in Teaching and Learning in Adulthood
- INST 720 Make Learning Matter: A Choose Your Own Adventure Journey

➔ **The requirement for the Associate in Science in Communication Sciences and Disorders (page 185) has been updated.**

NOTE: This degree program is available to students in New Hampshire, Maine, Massachusetts, and Vermont.

➔ **The following paragraph under School of Education Bachelor's Degrees (page 189) has been updated. The change is in bold and italic text.**

Programs that involve teacher certification are available to students in New Hampshire, Maine, Massachusetts, Rhode Island, and Vermont. Programs that do not lead to teacher certification are available in all 50 states. It is highly recommended that you contact the appropriate licensing agency in your state for additional guidance before beginning a program outside your own state. You can find the list of agencies at <https://www.granite.edu/wp-content/uploads/academics/sara-agency-by-state.pdf>.

INST 540 Practicum in Education & Training

This project-based practicum is an entry-level field experience designed to assist applied science education and training majors in exploring career settings in which they can use and apply their knowledge and skills. The practicum is exploratory in nature, involves extensive student initiative in designing and implementing the practicum, and is conducted under the supervision of the practicum mentor. A supplementary objective of the practicum is to explore and assess possibilities for settings and situations in which the student may engage in an upper level Education and Training Internship. PREREQUISITE(S): PSY 615 Psychology of Adulthood and INST 605 Teaching and Learning in Adulthood. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply. 4 credits

INST 605 Teaching and Learning in Adulthood

This course examines the nature and process of teaching and learning in adulthood by reviewing and building on theories and philosophies of adult learning. It focuses on teaching adults in formal, informal, and non-formal settings. Understanding cognition and the learning process provides the foundation to employing instructional strategies that empower the adult learner. Students will explore active learning, collaborative learning, self-directed learning in relationship to learning strategies, motivation and the importance of practice, experience, self-reflection, and assessment. 4 credits

INST 607 The Learning Workplace

This course deals with the professional learning needs and priorities of the workplace with an emphasis on business and industry settings. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their on-going involvement in both their jobs and in formal, informal, and non-formal learning situations. Careful attention is given to understanding and applying effective transfer of learning strategies. The roles of in-house training, corporate university, individualized learning, distance learning, online learning, and external providers are also examined. 4 credits

INST 609 Current and Emerging Topics in Teaching and Learning in Adulthood

This course explores current topics in teaching and learning in adulthood. Beginning with a brief overview of the historical frameworks posed about the nature and process of teaching and learning in adulthood, this course will focus on current and emerging theories and philosophies of adult learning. Course topics focus on teaching adults in formal, informal, and non-formal settings and provide opportunities for real-world application of theories for learner success. 4 credits

INST 610 Instructional Design and Interactive Learning

This course provides an introduction to theory and practice of instructional design and its role in developing interactive learning. It covers all the necessary elements to analyze, design, develop, implement, and evaluate effective learning, including interactive learning systems, and cultivates the effective combination of technology and instruction. The course addresses the different models used to develop effective instruction and expands the student's understanding of how to facilitate meaningful connections in learning through collaboration, discovery, and engagement. 4 credits

INST 615 Engaging Adult Learners in the Digital Age

Educators and trainers often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course will provide guided practice-based learning activities to develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings. 4 credits

INST 620 Make Learning Matter: A Choose-Your-Own-Adventure Journey

How do adults learn? This course provides students with the resources, supports and guidance needed to explore effective adult learning strategies. This course provides essential resources, personal learning opportunities, peer collaboration, and coaching feedback to help students design effective learning experiences for other adult learners or to help them get the most out of their own learning journey at GSC (or both!). 4 credits

INST 640 Internship in Education and Training

The upper level Education and Training Internship is a field-based experience designed to develop and hone the practical application skills of an education and training-related major. Students apply for an internship at a self-selected site and negotiate the terms of the internship experience with a site supervisor under the general auspices of their GSC internship mentor. The internship requires documented evidence of eighty hours of supervised experience and practice in a field setting where education and training-related knowledge and skills are applied. NOTE: It is recommended that students have completed the majority of upper level course work in their major prior to enrolling in this course. Registration for this course is by permission of the Office of Academic Affairs. Earlier registration deadlines may apply. 4 credits

INST 650 Program Development and Learning

This course encompasses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time for the education and training of adults. This project-based course serves as the Integrative Capstone: and is designed to provide an opportunity to apply and practice theories, skills, and principles to a variety of situations adult educators may encounter in practice. PREREQUISITE(S): All Major Requirements including CRIT 502 Conducting Critical Inquiry must be completed prior to enrollment in this course. Approval from academic advisor is required prior to registration. 4 credits

INST 710 Engaging Adult Learners in the Digital Age

Educators and trainers often feel compelled to use the latest technologies in their teaching practice to keep pace with culture and attract learners. Yet technology for technology's sake doesn't automatically help learners meet learning outcomes and can have an unintended negative impact on learning experiences if not selected properly. This course will provide guided practice-based learning activities to develop the skills needed to review, analyze, and select appropriate educational technologies for engaging education experiences for adult learners in a variety of settings. 4 credits

INST 715 Current and Emerging Topics in Teaching and Learning in Adulthood

This course explores current topics in teaching and learning in adulthood. Beginning with a brief overview of the historical frameworks posed about the nature and process of teaching and learning in adulthood, this course will focus on current and emerging theories and philosophies of adult learning. Course topics focus on teaching adults in formal, informal, and non-formal settings and provide opportunities for real-world application of theories for learner success. 4 credits

INST 720 Make Learning Matter: A Choose Your Own Adventure Journey

How do adults learn? This course provides students with the resources, supports and guidance needed to explore effective adult learning strategies. This course provides essential resources, personal learning opportunities, peer collaboration, and coaching feedback to help students design effective learning experiences for other adult learners or to help them get the most out of their own learning journey at Granite State College (or both!). 4 credits