

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Fine Arts Date November 8, 2012

Course No. or level MU 150 Title Music Industry Ensemble

Semester hours 1 Clock hours: Lecture \_\_\_\_\_ Laboratory 3

Prerequisites: Audition

Enrollment expectation 10 - 20

Indicate any course for which this course is a (an)

Modification MU 150 Jazz Ensemble  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Dr. Brandon Goff

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2013

Date of School/Department approval November 13, 2012

Catalog description: *A chamber ensemble devoted to the development of individual performance and improvisation skills through the preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock and soul styles.*

- Purpose:
1. For Whom (generally?) – **Music Industry majors and Music minors.**
  2. What should the course do for the student? – **Introduce rehearsal and performance techniques required for large scale staging and performance. Expose students to sound/lighting design techniques and concepts.**

Teaching method planned: **There will be weekly rehearsals where students will be expected to prepare parts for ensemble work. Technical aspects of performance practice will be explained and demonstrated. Students will manage all lighting/sound needs for their performances.**

Textbook and/or materials planned (including electronic/multimedia): **There is no required textbook. Performance literature will be provided. The student is expected to have an instrument in good working condition.**

Course Content: ( Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

**(See attached syllabus)**

## **MU 150 Music Industry Ensemble Fall 2013**

### Course Information and Standards

Class meeting time/place

TTH 3:35-4:50

Instructor

Dr. Brandon Goff

Prerequisite

Audition

Office

A209

PAC Office

Hours

MWF – 9:00-3:00

Telephone

661-1540

E-mail

[bgoff@fmarion.edu](mailto:bgoff@fmarion.edu), [brandongoff@me.com](mailto:brandongoff@me.com)

### Course Description

A chamber ensemble devoted to the development of individual performance and improvisation skills through preparation and staging of music for small groups representing a variety of classic and modern jazz, pop, rock, and soul styles.

### Required Text

There is no required text though numerous articles and musical works will be assigned throughout the semester

Successful completion of the course will result in the following outcomes:

- \* Increased proficiency on the individual instruments
- \* the ability to work effectively with a small/large ensemble

### Testing

While there are no written exams the student will be expected to attend rehearsals and actively participate in all pertinent discussions. Grading and Scale\* Rehearsal attendance 50%

\* concert participation 50%

\* The calendar is TBA

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School     Nursing     Date     February 13, 2013    

Course No. or Level   NURS 314   Title     Clinical Decision-Making for Nurses    

Semester hours   1   Clock hours: Lecture   1   Laboratory   0  

Prerequisites   Admission into the upper division nursing program  

Enrollment expectation     32 to 72    

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description   **Dr. Karen K. Gittings**  

Department Chairperson's/Dean's Signature         

Provost's Signature \_\_\_\_\_

Date of Implementation     **Fall 2013**    

Date of School/Department approval     **February 7, 2013**    

Catalog description:

- Purpose:
1. For Whom (generally?)
  2. What should the course do for the student?

This request is for approval of a new elective course *NURS 314 Clinical Decision-Making for Nurses*, a 1-SH course, to be implemented for two purposes.

- The first purpose is to complement the previous curriculum change of reducing NURS 408 from a 7-SH course to a 6-SH course (NURS 411) for those learners who are

currently enrolled in the upper-division nursing courses. Learners will need this SH to equal 120 semester hours for graduation.

- Secondly, this course will benefit nursing learners who are *off-track* and need to acquire a single SH in order to fulfill their fulltime status. This happens frequently due to the nature of some clinical nursing courses in the program which only carry a 5-SH assignment (NURS 307 Psychiatric and Mental Health Nursing, NURS 401 Nursing Care of Children and Families, and NURS 403 Women’s Health).

Teaching method planned: The class will consist of audio-visual aids, class discussions, class group work, class presentations, written assignments, and paper and pencil quizzes.

Textbook and/or materials planned (including electronic/multimedia):

Gittings, K. K., Brogdon, R. M., & Cornelius, F. H. (2013). *Medical-surgical nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826195760

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Nursing leadership & management test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826110381

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment.

Include a syllabus for the course.)

**Topical Outline:**

<b>Date</b>	<b>Subject</b>	<b>Readings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course Orientation	Review course syllabus.	Bring assigned book to class.
<b><u>Week 2</u></b>	Cardiovascular	Chap. xx	Patho Prep Work (5%)
<b><u>Week 3</u></b>	Respiratory	Chap. xx	Patho Prep Work (5%)
<b><u>Week 4</u></b>	Renal/GU	Chap. xx	Patho Prep Work (5%)
<b><u>Week 5</u></b>	Gastrointestinal	Chap. xx	Patho Prep Work (5%)
<b><u>Week 6</u></b>	Neurological	Chap. xx	Patho Prep Work (5%)

<b><u>Week 7</u></b>	Musculoskeletal	Chap. xx	Patho Prep Work (5%)
<b><u>Week 8</u></b>	Endocrine	Chap. xx	Patho Prep Work (5%)
<b><u>Week 9</u></b>	Immunological	Chap. xx	Patho Prep Work (5%)
<b><u>Week 10</u></b>	Hematological	Chap. xx	Patho Prep Work (5%)
<b><u>Week 11</u></b>	Prioritization	Chap. xx	Leadership Prep Work (2%)
<b><u>Week 12</u></b>	Delegation	Chap. xx	Leadership Prep Work (2%)
<b><u>Week 13</u></b>	Topic review as needed	Chap. xx	
<b><u>Week 14</u></b>	Topic review as needed	Chap. xx	

**When completed, forward to the Office of the Provost.**



**Department of Nursing**

<b>Course Title:</b>	Clinical Decision-Making for Nurses
<b>Course Number:</b>	NURS 314
<b>Credit Hours:</b>	1 Credit
<b>Semester and Year:</b>	Fall 2013
<b>Class Time:</b>	TBA
<b>Room:</b>	TBA
<b>Pre-requisites:</b>	Admission to Upper Division BSN degree program
<b>Co-requisites:</b>	None

**Course Coordinator:**

Karen Gittings, DNP, RN, Alumnus CCRN

Assistant Professor of Nursing

Office Number: LNB 105

Office Phone Number: 843-661-1688

Email: [kgittings@fmarion.edu](mailto:kgittings@fmarion.edu)

Office Hours: Tuesdays 12:30-2:30pm; Thursdays 12:30-2:30pm;

Additionally by Appointment

**Course Description:**

This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health care issues. Leadership principles of prioritization and delegation will also be emphasized.

**Learning Outcomes:**

At the completion of this course, the learner will be able to:

1. Discuss the pathophysiology associated with various disease processes.
2. Relate the clinical manifestations, including assessment and diagnostic findings, associated with various disease processes.
3. Summarize medical management of various disease processes, including pharmacological, medical, and surgical therapies.

4. Apply the nursing process in determining the appropriate nursing management of selected disease processes.
5. Identify the importance of nutrition and diet therapy in disease processes.
6. Apply the principles of prioritization and delegation in planning nursing care.

**Program Learning Outcomes:**

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2009).

**Teaching Strategies:**

The class will consist of audio-visual aids, class discussions, class group work, class presentations, written assignments, and paper and pencil quizzes.

**Textbooks:**



Gittings, K. K., Brogdon, R. M., & Cornelius, F. H. (2013). *Medical-surgical nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826195760

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Nursing leadership & management test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826110381

### **Methods of Evaluation:**

In order to progress in the nursing program, the student must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a “C” in the course work constitutes a course failure.

### **Classroom Evaluation Methods:**

1. Pathophysiology Prep Work – 9 weeks @ 5% each = 45%
2. Leadership Prep Work – 2 weeks @ 2% each = 4%
3. Quizzes (Unannounced) – 5 @ 5% each = 25%
4. Attendance/Participation – 13 weeks at 2% each = 26%

### **Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

### **Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

### **Test Taking Guidelines:**

Before each quiz/test/exam students will:

- Place all belongings at the front of the classroom
- The proctor and one other designated student will keep their cell phone in view in case of a Swamp Fox Alert.
- Once a quiz/test/exam is started, the student cannot leave.

- Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted test, the grade stands as is.

### **Departmental Criteria:**

#### **The student must:**

1. Maintain current AHA BLS: Health Care Provider status.
2. Maintain a current immunization record and/or testing (PPD) as mandated by the Nursing Department and clinical agencies.
3. Function within the current Nursing Departmental Policies for the academic year 2012-2013 as outlined in the current *Department of Nursing Student Handbook*.
4. Notify Course Coordinator and Clinical Faculty if allergic to Latex products.

If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Attendance Policy:**

The University policy regarding class attendance states, “It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform the students, at the beginning of each course of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus” (*Francis Marion University Catalog*).

Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations. **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**

**When two (2) class sessions are missed, the faculty will issue a warning for unprofessional behavior and the student will be placed on compulsory attendance. A third absence will result in the student being withdrawn from the course.**

Attendance sheets are required and it is the student’s responsibility to sign the attendance roster at the beginning of class and after any class breaks.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. **Prior to the completion of 33% of a course, a faculty member may withdraw a student from a course for a**

**violation of the stated attendance policy and the grade recorded will be “W”.** After the completion of 33% of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy, but the grade recorded will be “F” or “W” based on the academic average at the time of withdrawal. When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the Department Chair for Nursing, and delivers the form to the Registrar’s Office.

Three (3) late arrivals and/or early departures from class will constitute an absence from the class session in all nursing courses. Please note if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may not be admitted to the remainder of the class for that day.

1. **Scheduled Tests/Exams:**

**Any student who misses a course test/quiz or arrives late after the test/quiz has begun will be required to take an alternate test/quiz covering the assigned material at a designated time during exam week for all nursing courses. The time for make-up will be posted on the nursing exam schedule. Any student who misses more than one (1) course test/quiz may receive a recommendation for course failure.**

2. Students will be expected to stay in close contact with the faculty and one’s peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

**Dress Code:**

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Follow Departmental and Agency policy regarding professional dress code. Dress Code applies to any activities in which the student is representing Francis Marion University Department of Nursing. Refer to *Department of Nursing Student Handbook*. Violations of dress code in clinical or lab will constitute a warning for unprofessional behavior.

**Grievance Procedures:**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the chair of the department.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses. Failure to follow the correct chain of command will result in a warning for unprofessional behavior.** If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as

described in the current edition of the *University Student Handbook*. Refer also to the *Department of Nursing Student Handbook*.

## **ACADEMIC INFORMATION:**

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and require special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Written Paper Requirements:**

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### **Email Policy:**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and students; therefore, all nursing students are required to have an active e-mail account. Email responses to faculty are expected with 24 hours. In return, faculty will email students within 24 hours with the exception of weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

### **Phone Usage and Messaging:**

Students are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **Social Networking Policy:**

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other students, clinical experiences, and patient information, in any format, is not

appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Student Responsibilities:**

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *Francis Marion University Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook*. Each student is responsible for maintaining the grade point average required and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

### **Guidelines for Faculty Appointments:**

All nursing faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

### **Academic Dishonesty:**

**Failure to cite references in any course assignments may result in discipline.** See Honor Code found in the *University Student Handbook: Rights and Responsibilities; Standards of Conduct*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook: Academic Integrity*.

### **Code of Ethics:**

The Department of Nursing subscribes to the “*Code of Student Conduct*” as defined in the “*Students’ Rights and Responsibilities*” section of the current edition of the *Francis Marion University Student Handbook and Catalog*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook: Academic Integrity* and

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **South Carolina Nurse Practice Act:**

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009).

<http://www.scstatehouse.gov/code/t40c033.php>

### **Computer Use:**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

### **Taping Classes and Test Reviews:**

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape, the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior.

**Students are not permitted to tape, take pictures, write notes, or duplicate test/quiz questions in any manner during test/quiz reviews. Failure to adhere to this policy may result in a course failure.**

### **Definition of Unprofessional Behavior:**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language
- Failure to follow the chain of command.

**Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a Department of Nursing student towards another student, client, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing, and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**\*\*All academic warnings are cumulative throughout the program.\*\***

**Disclaimer:**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives. If the syllabus is changed for any reason, faculty will notify students in the following manner: verbally in class and/or on the announcement page of Blackboard and/ or by email.

**Topical Outline:**

<b>Date</b>	<b>Subject</b>	<b>Readings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course Orientation	Review course syllabus.	Bring assigned book to class.
<b><u>Week 2</u></b>	Cardiovascular	Chap. xx	Patho Prep Work (5%)
<b><u>Week 3</u></b>	Respiratory	Chap. xx	Patho Prep Work (5%)
<b><u>Week 4</u></b>	Renal/GU	Chap. xx	Patho Prep Work (5%)
<b><u>Week 5</u></b>	Gastrointestinal	Chap. xx	Patho Prep Work (5%)
<b><u>Week 6</u></b>	Neurological	Chap. xx	Patho Prep Work (5%)
<b><u>Week 7</u></b>	Musculoskeletal	Chap. xx	Patho Prep Work (5%)
<b><u>Week 8</u></b>	Endocrine	Chap. xx	Patho Prep Work (5%)
<b><u>Week 9</u></b>	Immunological	Chap. xx	Patho Prep Work (5%)
<b><u>Week 10</u></b>	Hematological	Chap. xx	Patho Prep Work (5%)
<b><u>Week 11</u></b>	Prioritization	Chap. xx	Leadership Prep Work (2%)
<b><u>Week 12</u></b>	Delegation	Chap. xx	Leadership Prep Work (2%)



<b>Week 13</b>	Topic review as needed	Chap. xx	
<b>Week 14</b>	Topic review as needed	Chap. xx	

**FRANCIS MARION UNIVERSITY**

**Department of Nursing**

**Student Affirmation Form**

Semester \_\_\_\_\_ Courses \_\_\_\_\_

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\_\_\_ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University nursing student. In addition, I agree not to inappropriately disclose confidential information about any health care agency or institution that is disclosed to me in my capacity as a Francis Marion University nursing student. I will adhere to HIPAA guidelines.

\_\_\_ I have/will read the syllabus of all nursing courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be an 80% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics, the South Carolina Practice Act, and the FMU Academic Dishonesty Policy.

\_\_\_ I will maintain and uphold the academic integrity policy of the Department of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

\_\_\_ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Nursing program.

\_\_\_ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Nursing program.

\_\_\_ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

\_\_\_ I will not allow any other student access to any of my paperwork for the purpose of copyright.

\_\_\_ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

\_\_\_ I have/will read the **current edition** of the *Department of Nursing Student Handbook* (On-line).

\_\_\_ I will agree or do not agree (circle one) to have personal information sent to me via email.

\_\_\_ I agree or do not agree (circle one) for samples of graded papers, care plans, etc. to be used as display or examples for accreditation and educational purposes.

Student Signature \_\_\_\_\_

Date:

Student Printed Name: \_\_\_\_\_

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Mass Communication **Date** Jan 28, 2013

**Course No. or Level** MCOM 306 **Title** News Editing and Design

**Semester hours** 3 **Clock hours:** **Lecture** 3 **Laboratory** 0

**Prerequisites** MCOM 110 and 201 or **permission of department chair** \_\_\_\_\_

**Enrollment expectation** 20

Indicate any course for which this course is a (an)

modification MCOM 302 & 305  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description** Tim Hanson

**Department Chairperson's/Dean's Signature** \_\_\_\_\_

**Provost's Signature** \_\_\_\_\_

**Date of Implementation** Fall 2013

**Date of School/Department approval** \_\_\_\_\_

**Catalog description:**

Provides instruction for layout and design, proofreading, headline writing, picture editing and related skills for both online and print publications.

**Textbook and/or materials planned (including electronic/multimedia):**

**Course Content:** A combination of MCOM 305 & 302

**Rationale:**

The Department of Mass Communication is updating the course to include editing skills needed for both print *and* online publications.

**When completed, forward to the Office of the Provost.**

9/03

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
**NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** Mass Communication **Date** Jan 28,  
2013

**Course No. or Level** MCOM 321 **Title** **Broadcast Field Production and Reporting**

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites MCOM 221 or **permission of department chair** \_\_\_\_\_

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification MCOM 321 Broadcast Writing and Reporting  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description **Tim Hanson**

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall  
2013

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

Students learn the basics of reporting news stories, from the initial idea through the final editing process. The emphasis is on using broadcast news gathering, interviewing and reporting techniques, along with obtaining a mastery of basic video field production. Students use video camcorders, audio equipment and lighting accessories to videotape news stories on location. They also learn basic skills of computer-based video editing.

**Textbook and/or materials planned (including electronic/multimedia):**

No change

**Rationale:** The Department of Mass Communication is updating the course to include field production skills as well as writing and reporting.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Provost's Office

Date: 2-12-13

Course No. or level: 102 Title: Planning to Succeed

Semester hours 1 Clock hours: Lecture: 1 Laboratory 0

Prerequisites: Permission of Coordinator of University Life

Enrollment expectation: 45 (15 per section)

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Peter King

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description:

**102 Planning to Succeed** (1) S. (Permission of Coordinator). Students will develop a semester timetable to manage academic events and demonstrate adherence to the timetable. Skills such as study methods and note taking will be emphasized. Students will use resources on campus to improve their academic performance.

Purpose:

1. For Whom (generally?)  
Second semester freshmen who have been placed on probation I

2. What should the course do for the student?  
Reinforce study techniques, time management and other strategies to be a successful student. Use of student resources such as the Writing Center and All Campus Tutoring Center

Teaching method planned:  
classroom presentation

Textbook and/or materials planned (including electronic/multimedia):  
Your College Experience, 9<sup>th</sup> Edition by Gardner, Jewler and Barefoot  
Evolutionary Analysis by Freeman & Heron

Course Content:  
See attached syllabus.

**When completed, forward to the Office of the Provost.**

9/03



## University Life 102 - Planning to Succeed

Instructor: Dr. Peter King  
Office: SAB 116  
Office hours: Monday to Friday, 1.00pm – 2.00pm  
Email: [pking@fmarion.edu](mailto:pking@fmarion.edu)  
Office phone: 661.1287  
Cell phone: 496.0349

Textbook: On Course, Study Skills Edition by S. Gardner, Wadsworth-Cengage.

### Welcome to University Life 102.

I am looking forward to working with you this semester to help you master the art of being a student. You are taking this course because last semester you did not perform at the level needed to be successful. But strategies for success can be learnt and this course will offer you that opportunity. I would like you to think of this course as an opportunity, not a burden. If you think it is not worth the time then withdraw and go back on probation I. If you want to lift your GPA and graduate in a major that will provide the basis for a fulfilling career, then UL 102 can help.

### Attendance Policy

I expect you to attend every class. Students who miss more than 2 classes may be dropped from the course and placed back on probation I. If you are unable to attend please contact me to let me know what the problem is and to ensure that you know what work was covered. Communication is important in classes as it is in any career and should not be taken for granted.

### Grading

Your grade for this course will be based on assignments spread throughout the semester. Scores for each assignment will be posted to BlackBoard as will your final grade for the course.

### Assignments

1. Weekly schedule of classes and other relevant activities.  
Due Week 2 (10%)
2. Hand in an outline of your semester with assignment due dates and other deadlines  
Due Week 3 (10%)
- 3-8.  
Outline and final product of three assignments in the semester. (6 assignments)  
Due relevant times (set by you in the 2<sup>nd</sup> assignment) (60%)
9. Oral Presentation (10%)  
To be presented as assigned during the semester.
10. Reflection on changes you have made this semester

Due Week 14 (10%)

**Grading scale**

90.0 – 100	A
86.0 – 89.9	B +
80.0 – 85.9	B
76.0 – 79.9	C +
70.0 – 75.9	C
66.0 – 69.9	D +
60.0 – 65.9	D
Below 60.0	F

**Web-based assistance**

I will be using Blackboard, a web-based classroom assistance program to provide extra resources for the class. When you log in for the first time I would like you to enter a phone number under personal information. I will only use this as a last resort.

I will be using the email feature often, so be sure check your university email account regularly.

Make sure to remember your user name and password! If you encounter problems with accessing Blackboard at any time during the semester be sure to contact the Help Desk at 661.1111.

**Oral Report**

Every student will take part in a 10-15 minute presentation on a topic related to this class or a subject you are taking. This is your chance to express some ideas to the class and investigate something you are interested in. Use PowerPoint to prepare your presentation. You do not need to cite references for the content. Make the presentation interesting and set it at a level that your classmates will appreciate. Remember that the presentation is being made to the class not to the instructor.

**Expectations**

- I.I expect us all to come to class and to be active participants.
- II.I expect all students to ask questions and to make me explain things in a manner that is clear to all.
- III.I expect all students to think critically about the issues we deal with in class – and to apply things you learn to life.
- IV.I have provided my phone numbers and my email address so that you can contact me out of class time. I expect you to use me as a resource and contact me out of class.
- V.I expect everybody to study hard and succeed in all your classes.
- VI.I expect us all to enjoy this class.

Good luck,  
Peter King.

## Class Timetable

Week	Topic
Week 1	Introduction – why am I here?
Week 2	Scheduling your time
Week 3	How do I study? How long should I study for?
Week 4	Campus Resources
Week 5	Note taking – what are notes for?
Week 6	Writing assignments – how do I start, how do I finish?
Week 7	Test taking skills – how do I prepare for a test?
Week 8	Planning to succeed
Week 9	Setting goals
Week 10	Semester in review
Week 11	Spring Break
Week 12	Schedule for next semester
Week 13	Careers and Majors
Week 14	Managing Stress
Week 15	Lesson learnt – what next?

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE**

**Department/School** EDUCATION **Date** 11/25/12

**Course No. or Level** EDUC 635

**Title** Family-School-Community Partnerships in High Poverty Schools

**Semester hours** 3 **Clock hours: Lecture** 3 **Laboratory** 0

**Prerequisite** EDUC 555 or permission of the school

**Enrollment expectation** 28

**Indicate any course for which this course is a (an)**

**Modification** n/a  
(proposed change in course title, course description, course content or method of instruction)

**Substitute** n/a  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

**Alternate** n/a  
(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description** TAMMY PAWLOSKI

**Department Chairperson's/Dean's Signature** \_\_\_\_\_

**Provost's Signature** \_\_\_\_\_

**Date of Implementation** FALL 2013

**Date of School/Department approval** January 24, 2013

**Catalog description:**

**635 Family-School-Community Partnerships in High Poverty Schools (3)** (Prerequisite: EDUC 555 or permission of the school) F, S, SU. This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.

**Purpose:**

1. **For Whom (generally?)**

This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking Add-On Certification for Teachers of Children of Poverty.

**2. What should the course do for the student?**

This course and its required field experiences are designed to provide graduate students with a strong foundation for understanding family, school and community partnerships. Students will learn how to put this knowledge into practice in high poverty school settings in ways that engage family, school, and community members as authentic collaborative partners in the educational process. Case studies and active application will afford students the opportunities to identify strategies, practices, and relationships that can be fruitful within their own contexts. Students will learn to identify, address and overcome challenges to positive and productive family, school, and community relationships.

Ultimately, this course is designed to help solve the problems inherent in educating children of poverty by developing expertise in those who work with these children on a daily basis. This course will become the third in a series of four that will lead to South Carolina's newest area of teacher certification: **Add-On Certification for Teachers of Children of Poverty**. This course is developed in partial fulfillment of FMU's Center of Excellence to Prepare Teachers of Children of Poverty's mandate by South Carolina State Legislature through Proviso 1A.47 of the 2012-13 General Appropriations Act:

"... Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty."

**Teaching method planned:**

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Graduate students in education will have opportunities to work independently and collaboratively with other graduate students in education. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

This course will include the use of the following teaching methods:

- Lecture
- Small and Large Group Activities
- Journaling and Discussion Forums
- Independent Observation and Practice

**Textbook and/or materials planned (including electronic/multimedia)**

**Required Texts**

Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools, Second Edition*. Boulder, CO: Westview Press.

**Recommended Texts**

Epstein, J. L., et. al. (2011). *School, family, and community partnerships: Your handbook for action, Third edition*. Thousand Oaks, CA: Corwin Press, Inc.

Hutchins, D. J., et. a. (Eds.) (2011). *Promising partnership practices 2011*. Baltimore, MD: Johns Hopkins University.

Sanders, M. G. & Sheldon, S. B. (2009). *Principals matter: A guide to school, family, and community partnerships*. Thousand Oaks, CA: Corwin Press.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

Through reading, discussion, course assignments and field-based practice, this course seeks to support students' understanding of the social, cultural and historical role of the school within the community and the family within the school. Students will explore the benefits of and challenges to family, school, and community partnerships across diverse settings, and they will use that information to identify needs within their own school contexts. Students will explore partnership models, and apply that information as they develop, implement, and assess plans for addressing those needs.

The following outline illustrates the content that will be addressed in each area of study:

- 1. School Populations and Stakeholders**
  - a. Impact of Cultural, Social, and Historical Forces on Stakeholders' Attitudes and Perceptions
  - b. Family Structures and their Impact on Partnerships and Strategies
  - c. Community Resources and their Impact on Partnerships and Strategies
- 2. Framework and Strategies for Family and Community Partnerships**
  - a. Parenting
  - b. Communicating
  - c. Volunteering
  - d. Learning at Home
  - e. Decision Making
  - f. Collaborating with Community
- 3. Research-based and Goal-directed Partnership Planning**
  - a. Establishing Goals
  - b. Developing and Implementing a Plan
  - c. Assessing Results
- 4. Teachers as Learners, Leaders and Advocates**
  - a. The Teacher as a Learner
  - b. The Teacher as a Leader
  - c. The Teacher as an Advocate for Children of Poverty

### **New Course Resources**

#### Capital:

This course will require a traditional classroom with internet capabilities. No other capital expenditures will be necessary.

#### Human Resources:

This course is planned for Fall 2013 and will require salary and fringes for one faculty member. Funds will be included as a portion of the Center of Excellence Budget, as necessary.

(Syllabus attached)

**When completed, forward to the Office of the Provost.**

9/03

FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN HIGH POVERTY SCHOOLS	
<b>EDUC 635</b>	<b>TIME: TBD</b>
<b>Instructor</b>	Tammy Pawloski
<b>Office</b>	RCC 103, 661-1475
<b>Office Hours</b>	Before and after class; other hours TBD
<b>E-mail</b>	<a href="mailto:tpawloski@fmarion.edu">tpawloski@fmarion.edu</a>
<b>Prerequisite</b>	EDUC 555 or Permission of the Graduate School of Education
<b>Corequisite</b>	None
<b>Meeting Times</b>	TBD
<b>Meeting Location</b>	TBD

#### School of Education Conceptual Framework:

##### The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills
    1. Ability to plan instruction
    2. Ability to apply skills and knowledge in a clinical setting
    3. Ability to cause learning in P -12 students
    4. Ability to assess learning and learners
    5. Ability to work with children of poverty
    6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
  - A. Exhibits professional attributes
  - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
  - C. Upholds Ethical and Professional Standards
  - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
  - E. Shows respect for colleagues, P -12 students, faculty and staff

#### FMU Center of Excellence Teaching Children of Poverty Standards

**Standard 1. Life in Poverty:** Teacher candidates exemplify their understanding of students' behavior and learning differences that may occur as a result of a life in poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments that value, engage and support children of poverty as capable learners.

**Standard 2. Language and Literacy:** Teacher candidates exemplify their understanding of the unique aspects of language development that influence children of poverty's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments and home-school-community partnerships that are specifically designed to support children of poverty as successful language learners

**Standard 3. Family and Community Partnerships:** Teacher candidates exemplify their understanding of common effects of poverty on family structures and life experiences and the resources in local communities that can provide needed support. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create effective, achievement-oriented relationships with families and communities that embrace them as valid partners in children's education.

**Standard 4. The Classroom Community:** Teacher candidates exemplify their understanding of the unique aspects of social, emotional, and cognitive development that influence impoverished children's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create positive, relationship-driven classroom

<p>environments that are specifically designed to support children of poverty as engaged participants in the classroom environment and as successful lifelong learners.</p> <p><b>Standard 5. Curriculum Design, Instructional Strategies &amp; Assessment:</b> Teacher candidates exemplify their understanding of how the use of specific elements of curriculum design, instructional strategies and assessment support the academic achievement of children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement results-driven instructional strategies and assessments.</p> <p><b>Standard 6. Teachers of Children of Poverty as Learners, Leaders, and Advocates:</b> Teacher candidates exemplify their commitment to learning about and advocating for children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement professional development and advocacy plans that exemplify their understanding of their roles as leaders in working with children of poverty.</p>	
<p><b>Course Description</b></p>	
<p>This course and its required field experiences are designed to provide graduate students with a focused study of the nature and results of family, school, and community partnerships in high poverty schools. High impact approaches for organizing and sustaining school-based programs of family and community engagement will be explored. Students will develop and implement goal-oriented family, school, and community partnership programs in the classroom setting.</p>	
<p><b>Course Objectives and Standards Alignment</b></p>	
<p><b>Objectives</b></p>	<p><b>Standards</b></p>
<p><i>Upon completion of the course the student will be able to:</i></p>	
Demonstrate an understanding of the diversity in American families.	TCOP 1
Develop an awareness of resources available to families.	TCOP 1
Articulate the benefits of and challenges to educators, parents, and community partners working together to engage all families and the community in productive ways.	TCOP 1, 3
Identify structures and processes that improve the quality of family and community involvement in schools that serve families and children in diverse communities and that contribute to the academic and behavioral success of students.	TCOP 1, 3
Identify the dynamics and effects of district and school leadership in terms of partnerships.	TCOP 3, 6
Develop and implement strategies for obtaining information from school stakeholders about attitudes toward school, family, and community partnerships, current experiences, and expectations for improving family and community involvement.	TCOP 3
Design and implement research-based and goal-oriented plans for engaging all families and the community in productive ways.	TCOP 3
Develop and implement strategies for evaluating the quality and progress of school programs for family and community partnership.	TCOP 3
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	TCOP 6
<p><b>Course Materials</b></p>	
<p><b>Required Texts</b></p>	
<p>Epstein, J. L. (2011). <i>School, family, and community partnerships: Preparing educators and improving schools, Second Edition</i>. Boulder, CO: Westview Press.</p>	
<p><b>Recommended Texts</b></p>	
<p>Epstein, J. L., et. al. (2011). <i>School, family, and community partnerships: Your handbook for action, Third edition</i>. Thousand Oaks, CA: Corwin Press, Inc.</p> <p>Hutchins, D. J., et. a. (Eds.) (2011). <i>Promising partnership practices 2011</i>. Baltimore, MD: Johns Hopkins University.</p> <p>Sanders, M. G. &amp; Sheldon, S. B. (2009). <i>Principals matter: A guide to school, family, and community partnerships</i>. Thousand Oaks, CA: Corwin Press.</p>	



<b>Other Course Materials</b>
None
<b>Content Outline</b>
<ol style="list-style-type: none"> <li><b>1. School Populations and Stakeholders</b> <ol style="list-style-type: none"> <li>a. Impact of Cultural, Social, and Historical Forces on Stakeholders' Attitudes and Perceptions</li> <li>b. Family Structures and their Impact on Partnerships and Strategies</li> <li>c. Community Resources and their Impact on Partnerships and Strategies</li> </ol> </li> <li><b>2. Framework and Strategies for Family and Community Partnerships</b> <ol style="list-style-type: none"> <li>a. Parenting</li> <li>b. Communicating</li> <li>c. Volunteering</li> <li>d. Learning at Home</li> <li>e. Decision Making</li> <li>f. Collaborating with Community</li> </ol> </li> <li><b>3. Research-based and Goal-directed Partnership Planning</b> <ol style="list-style-type: none"> <li>a. Establishing Goals</li> <li>b. Developing and Implementing a Plan</li> <li>c. Assessing Results</li> </ol> </li> <li><b>4. Teachers as Learners, Leaders and Advocates</b> <ol style="list-style-type: none"> <li>a. The Teacher as a Learner</li> <li>b. The Teacher as a Leader</li> <li>c. The Teacher as an Advocate for Children of Poverty</li> </ol> </li> </ol>
<b>Methods of Presentation</b>
Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students in the classroom setting. Students will have opportunities to work independently and collaboratively with others. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.
<b>Course Requirements</b>
<ol style="list-style-type: none"> <li>1. Attendance and participation in all classes and related activities.</li> <li>2. Completion of required readings and other preparations <u>before</u> class and as indicated on schedule.</li> <li>3. Successful completion of all assignments, projects, quizzes and demonstrations.</li> </ol>
<b>Course Policies (Attendance, Grading, Professional Behavior)</b>
<b>Professional Behavior</b>
<p>Dispositions are as important as academic work. Students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings [note: two tardies/early departures equal one absence]; and the active cultivation of positive professional relationships.</p> <p>All students have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including the instructional leader, and is never allowed.</p> <p>It is expected that all students contribute to class in an appropriate and meaningful manner.</p> <p>Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.</p>
<b>School of Education News and Announcements on Website</b>
Each week students must check the "News and Announcements" page for any upcoming deadlines required for

<p>completion of education programs and for other special information from the School of Education. Students may do this by visiting the Francis Marion Website at <a href="http://www.fmarion.edu">www.fmarion.edu</a>, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then selecting “News and Announcements” under the column on the left side of the page.</p>	
<p><b>Collaboration</b></p> <p>Students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, <b>when approved in advance by the professor</b>, students may collaborate on assignments.</p>	
<p><b>Assignment Deadlines and Assessments</b></p> <p>Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late IF the late submission is accepted by the professor.</p> <p>Students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. Should students have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.</p>	
<p><b>Neatness/Accuracy</b></p> <p>All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student’s attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of this course is content, it is expected that all students submit assignments that demonstrate excellent writing skills.</p>	
<p><b>Rubrics</b></p> <p>Rubrics for assignments are provided when appropriate and all rubrics must be completed in full by the student and submitted along with the assignment in order for the assignment to be considered complete. Assignments will not be graded without student-completed rubrics, and will be deemed “late.” The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.</p>	
<p><b>Assignments and Assessments</b></p> <p>The EDUC 635 student will compile a portfolio comprised of the assignments listed below: <i>(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project will be provided as a component of class instruction.)</i></p>	
<b>#</b>	<b>Activity Description</b>
1	<b><i>Introductory Narrative:</i></b> The student will complete a narrative assignment in which he describes himself as a teacher and stakeholder within the educational system. The evolution of his personal pedagogical approach, specifically as influenced by the instructional environment, must be addressed. Central family, school, and community partnership issues that are of personal significance must be discussed, as should specific school and district practices. Both successes and challenges must be addressed. (10%)
2	<b><i>School Profile and Needs Assessment:</i></b> The student will construct and conduct a family, school, and community partnership needs assessment based on available school profile data. All key stakeholder populations must be included. The results from this needs assessment will serve as a guideline for field-based outreach activities that are a requirement in the course. (20%)
3	<b><i>Family, School, and Community Partnership Plan:</i></b> The student will draw upon the results of the <i>School Profile and Needs Assessment</i> (#2 above) to construct a family, school, and community partnership plan that targets specific areas of need in the school. This plan will draw on models of best practice, as discussed in class and in course readings, and must address the needs of diverse student, parent and teacher populations. (10%)
4	<b><i>Family, School, and Community Outreach Implementation:</i></b> The student will conduct and assess two outreach activities planned in the <i>Family, School, and Community Partnership Plan</i> (#3 above) that involve all stakeholder populations. (30%)
5	<b><i>Multimedia Presentation:</i></b> The student will develop and deliver a multimedia presentation that chronicles the field components of this course, specifically the <i>School Profile and Needs Assessment</i> ; the <i>Family</i> (#1

	above), <i>School, and Community Partnership Plan</i> (#2 above); and the <i>Family, School, and Community Outreach Implementation</i> (#3 above). (10%)
6	<b>Reflection Journal and Participation:</b> The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner. (10%)
7	<b>Professional Growth:</b> The student will participate in a minimum of one FMU Center of Excellence event or activity during the semester in which the course is taught approved in advance by the professor. A one page written reflection journal entry must be submitted. (5%)
8	<b>Service:</b> The student will participate in a minimum of one FMU Center of Excellence service learning/volunteerism activity during the semester in which the course is taught approved in advance by the professor. A one page written reflection journal entry must be submitted. (5%)

**Course Assignments and Standards Alignment**

ASSIGNMENT	STANDARDS
Introductory Narrative	TCOP 1, 3
School Profile and Needs Assessment	TCOP 3
Family, School, and Community Partnership Plan	TCOP 3
Family, School, and Community Outreach Implementation	TCOP 3, 6
Multimedia Presentation	TCOP 3, 6
Reflection Journal and Participation:	TCOP 1, 3, 6
Professional Growth	TCOP 6
Service	TCOP 6

**Grading Scale**

**Assignment Grading Scale**

Not Met – NC – 0	Met – C – 1	Exceeded – B – 2	Exceptional – A – 3
	<i>A = 2.5 – 3.0</i>	<i>B+ = 2.3 – 2.49</i>	<i>B = 2.0 – 2.29</i>
	<i>C+ = 1.5 – 1.9</i>	<i>C = 1.0 – 1.49</i>	<i>NC = Below 1</i>

**Grading Scale:** Grades on each activity and assignment will be averaged for final grade.

**FMU Final Grade Scale**

Grade	Description	Qty Pts per Sem. Hr.	Grading Scale
A	Indicates achievement of distinction	4.0	93-100
B+	Indicates achievement somewhat below distinction	3.5	89-92
B	Indicates above average achievement	3.0	85-88
C+	Indicates achievement somewhat above average	2.5	82-84
C	Indicates average achievement	2.0	77-81

**FRANCIS MARION UNIVERSITY:  
DESCRIPTION OF PROPOSED NEW COURSE**

**Department/School**      **EDUCATION**                      **Date**    **2/1/13**  
**Course No. or Level**    **EDUC 636**  
**Title**                              Language, Literacy, and Poverty  
**Semester hours**            **3**            **Clock hours: Lecture**    **3**            **Laboratory** **0**  
**Prerequisite**                **EDUC 555 or permission of the school**  
**Enrollment expectation**    **28**

**Indicate any course for which this course is a (an)**

**Modification** \_\_\_\_\_ n/a \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

**Substitute** \_\_\_\_\_ n/a \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

**Alternate** \_\_\_\_\_ n/a \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

**Name of person preparing course description**    \_\_\_\_\_ **TAMMY PAWLOSKI** \_\_\_\_\_

**Department Chairperson's/Dean's Signature** \_\_\_\_\_

**Provost's Signature** \_\_\_\_\_

**Date of Implementation**    \_\_\_\_\_ **FALL 2013**

**Date of School/Department approval** \_\_\_\_\_

**Catalog description:**  
**636 Language, Literacy, and Poverty (3)** (Prerequisite: EDUC 555 or permission of the school) F, S, SU. This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and reading and writing across the curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.

**Purpose:**

**1. For Whom (generally?)**

This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking Add-On Certification for Teachers of Children of Poverty.

**2. What should the course do for the student?**

This course and its required field-based experiences are designed to provide graduate students with a strong foundation for understanding and applying the theories and research that address effective literacy instruction for high poverty students. The impact of life in poverty on brain development, specifically in terms of language and literacy skills, will be explored through seminars and practice in high poverty schools. Graduate students will engage in in-depth study of research-based approaches and will apply course content as they implement them with students in high poverty schools. In-depth study of the theories of academic background knowledge and language and vocabulary acquisition will be applied as graduate students learn how to differentiate instruction in culturally-responsive ways. Approved state standards will form the foundation for the development, implementation, and assessment of instructional strategies practiced with students from under-resourced backgrounds.

An action research model will serve as the foundation for the field experiences embedded in this course. Graduate students will use structured research methods to become proficient in selecting and implementing instructional strategies and materials for enhancing growth in reading, writing, and language with under-resourced learners and in high poverty schools.

Graduate students will develop and implement remediation plans that will include the results of informal assessment and identification of strategies and materials for diagnostic teaching. Graduate students will practice the strategies recommended in their remediation plan with children of poverty and evaluate the success of this implementation. They will also expand their knowledge of strategies for enhancing language and literacy development by participating in small-group discussions with colleagues in high poverty schools that also often face problems associated with limited resources.

Through assigned readings, class activities, and application of research-based instructional strategies, graduate students will become more skillful diagnostic teachers for pupils in grades K-12, specifically those who have limited background knowledge or differences of language and culture often associated with low-income and high-poverty homes.

Ultimately, this course is designed to help solve the problems inherent in educating children of poverty by developing expertise in those who work with these children on a daily basis. This course is developed in partial fulfillment of FMU's Center of Excellence to Prepare Teachers of Children of Poverty's mandate by South Carolina State Legislature through Proviso 1A.47 of the 2012-13 General Appropriations Act:

"... Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty."

This course will also become Francis Marion University School of Education's fourth in a series of four that will lead to South Carolina's newest additional area of teacher certification: **Add-On Certification for Teachers of Children of Poverty**, as enacted by legislative approval effective 5/25/12.

**Purpose:**

**1. For Whom (generally?)**

This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking Add-On Certification for Teachers of Children of Poverty.

**2. What should the course do for the student?**

This course and its required field experiences are designed to provide graduate students with a strong foundation for understanding family, school and community partnerships. Students will learn how to put this knowledge into practice in high poverty school settings in ways that engage family, school, and community members as authentic collaborative partners in the educational process. Case studies and active application will afford students the opportunities to identify strategies, practices, and relationships that can be fruitful within their own contexts. Students will learn to identify, address and overcome challenges to positive and productive family, school, and community relationships.

Ultimately, this course is designed to help solve the problems inherent in educating children of poverty by developing expertise in those who work with these children on a daily basis. This course will become the third in a series of four that will lead to South Carolina's newest area of teacher certification: **Add-On Certification for Teachers of Children of Poverty**. This course is developed in partial fulfillment of FMU's Center of Excellence to Prepare Teachers of Children of Poverty's mandate by South Carolina State Legislature through Proviso 1A.47 of the 2012-13 General Appropriations Act:

"... Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty."

**Teaching method planned:**

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Graduate students in education will have opportunities to work independently and collaboratively with other graduate students in education. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

This course will include the use of the following teaching methods:

- Lecture
- Small and Large Group Activities
- Journaling and Discussion Forums
- Independent Observation and Practice

**Textbook and/or materials planned (including electronic/multimedia):**

- Allington, R.L. (2006). *What really matters for struggling readers, 2nd edition*. New York: Pearson/Allyn and Bacon.
- Barone, D. M. (2006). *Narrowing the literacy gap: What works in high-poverty schools*. New York, NY: Guilford Press.
- Clay, M. M. (2005). *Literacy lessons designed for individuals Part one*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2005). *Literacy lessons designed for individuals Part two*. Portsmouth, NH: Heinemann.
- Hernandez, D. J. (2011) *Double Jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore, MD. Annie E. Casey Foundation.
- Kennedy, E. (2010). Improving literacy achievement in a high-poverty school: Empowering classroom teachers through professional development. *Reading Research Quarterly*, 45(4), 384-387.
- Kennedy, E. (in press). *Raising literacy achievement in high-poverty schools: An evidence-based approach*. London, England: Routledge.
- Neuman, S. B., Ed. (2008). *Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools*. New York, NY: Teachers College Press.
- Neuman, S. B. & Celano, D. C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of information capital*. New York, NY: Teachers College Press.
- Snow, C. E. & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?* New York: Carnegie Corporation.
- South Carolina Education Oversight Committee (2011). *PASS reading: A first look at student progress for a matched cohort*. Columbia, SC: Author.
- South Carolina Education Oversight Committee (2010). *Reaching higher levels of achievement in reading*. Columbia, SC: Author.
- Tivnan, T. & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. *The Elementary School Journal*, 105(5), 419-441.
- Wamba, N., Ed. (2011). *Poverty and literacy*. London, England: Routledge.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

This course and its required field experiences are designed to provide graduate students with a strong foundation for understanding and applying the theories and research that address language and literacy in high-poverty students. Graduate students will explore issues and problems commonly experienced by under-resourced students. They will evaluate instructional strategies and interventions designed to accelerate the development of learners who are struggling with language- and literacy-related skills.

The activities and assignments in this course are designed to advance graduate students' understanding of the impact of life in poverty on brain development. Theories of neurological plasticity, fluid intelligence, and socio-emotional intelligence will be investigated. Specific brain-based trends in language and vocabulary acquisition in children of poverty and the importance of academic background knowledge will be studied.

An action research model practiced in relevant contexts will serve as the foundation for the field experiences embedded in this course. Graduate students will apply course content as they investigate original research questions about language and literacy with children of poverty. They will learn to use structured research methods to support decisions about instructional strategies and materials that enhance learners' growth in reading, writing, and language. Graduate students will develop and implement student-centered remediation plans that include the results of informal assessment and the identification of strategies and materials for diagnostic teaching. They will practice the strategies recommended in their remediation plan with children of poverty and they will evaluate the success of that implementation.

Developmental reading and writing and reading and writing across the curriculum will be practiced in the field setting. Methods for successfully differentiating instruction in a culturally-responsive environment will be addressed. Approved state standards will form the foundation for the development, implementation, and assessment of instructional strategies practiced with students from under-resourced backgrounds. Graduate students will become more skillful instructional leaders for learners who have limited background knowledge or differences of language and culture often associated with low-income and high-poverty homes.

Graduate students will also expand their knowledge by participating in small-group discussions with colleagues in high poverty schools who also often face problems associated with limited resources. Service and professional learning activities will advance their understanding of life in poverty and its impact on language and literacy development.

### **New Course Resources**

#### Capital:

This course will require a traditional classroom with internet capabilities. No other capital expenditures will be necessary.

#### Human Resources:

This course is planned for Fall 2013 and will require salary and fringes for one faculty member. Funds will be included as a portion of the Center of Excellence Budget, as necessary.

(Syllabus attached)

**When completed, forward to the Office of the Provost.**

9/03



<b>LANGUAGE, LITERACY, and POVERTY</b>	
<b>EDUC 636</b>	<b>TIME: TBD</b>
<b>Instructor</b>	Tammy Pawloski
<b>Office</b>	RCC 103, 661-1475
<b>Office Hours</b>	Before and after class; other hours TBD
<b>E-mail</b>	<a href="mailto:tpawloski@fmarion.edu">tpawloski@fmarion.edu</a>
<b>Prerequisite</b>	EDUC 555 or Permission of the Graduate School of Education
<b>Corequisite</b>	None
<b>Meeting Times</b>	TBD
<b>Meeting Location</b>	TBD
<b>School of Education Conceptual Framework:</b>	
The School of Education prepares competent and caring teachers.	
<b>FMU Center of Excellence Teaching Children of Poverty Standards</b>	
<p><b>Standard 1. Life in Poverty:</b> Teacher candidates exemplify their understanding of students' behavior and learning differences that may occur as a result of a life in poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments that value, engage and support children of poverty as capable learners.</p> <p><b>Standard 2. Language and Literacy:</b> Teacher candidates exemplify their understanding of the unique aspects of language development that influence children of poverty's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments and home-school-community partnerships that are specifically designed to support children of poverty as successful language learners</p> <p><b>Standard 3. Family and Community Partnerships:</b> Teacher candidates exemplify their understanding of common effects of poverty on family structures and life experiences and the resources in local communities that can provide needed support. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create effective, achievement-oriented relationships with families and communities that embrace them as valid partners in children's education.</p> <p><b>Standard 4. The Classroom Community:</b> Teacher candidates exemplify their understanding of the unique aspects of social, emotional, and cognitive development that influence impoverished children's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create positive, relationship-driven classroom environments that are specifically designed to support children of poverty as engaged participants in the classroom environment and as successful lifelong learners.</p> <p><b>Standard 5. Curriculum Design, Instructional Strategies &amp; Assessment:</b> Teacher candidates exemplify their understanding of how the use of specific elements of curriculum design, instructional strategies and assessment support the academic achievement of children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement results-driven instructional strategies and assessments.</p> <p><b>Standard 6. Teachers of Children of Poverty as Learners, Leaders, and Advocates:</b> Teacher candidates exemplify their commitment to learning about and advocating for children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement professional development and advocacy plans that exemplify their understanding of their roles as leaders in working with children of poverty.</p>	
<b>Course Description</b>	
This course and its required field-based action research experiences are designed to provide graduate students with a focused study and application of theories and models of the reading process as they apply to children of poverty. Graduate students explore the impact of life with limited resources on brain development, specifically as it relates to language and literacy. Developmental reading and writing and reading and writing across the	

curriculum are practiced in high poverty settings. Research-based and authentic language and literacy assessment practices that provide a basis for instructional decisions for high poverty students are implemented in the field setting.	
<b>Course Objectives and Standards Alignment</b>	
<b>Objectives</b> <i>Upon completion of the course the student will be able to:</i>	<b>Standards</b>
Demonstrate an understanding of the neurological foundation of language and literacy development as it applies to children of poverty.	TCOP 2, 5
Demonstrate an understanding of the psychological, sociological, and linguistic foundations of language and literacy processes as they apply to children of poverty.	TCOP 2, 5
Plan and implement action research that considers the influence of prior knowledge, student interest, metacognitive awareness, classroom context, and models of reading instruction on language and literacy development and school success.	TCOP 1, 2
Develop and implement practices that support language and literacy development in school and home environments.	TCOP 1, 2
Develop and successfully use instructional materials and strategies that enable children of poverty to acquire the vocabulary and comprehension skills required for succeeding with narrative and expository texts and for perceiving themselves as literate.	TCOP 1, 2, 5
Facilitate effective reading instruction for learners at different stages of reading or writing development and from diverse cultural or linguistic backgrounds by using research-based best practices.	TCOP 1, 2, 5
Synthesize information from multiple indicators, and use it as the basis for instructional planning and for communicating information about student progress to the student, parents or guardians, and relevant colleagues in high poverty school settings.	TCOP 2, 3, 5
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	TCOP 6
<b>Course Materials</b>	
<b>Required Texts</b>	
Hernandez, D. J. (2011) <i>Double Jeopardy: How third-grade reading skills and poverty influence high school graduation</i> . Baltimore, MD. Annie E. Casey Foundation.	
Kennedy, E. (2010). Improving literacy achievement in a high-poverty school: Empowering classroom teachers through professional development. <i>Reading Research Quarterly</i> , 45(4), 384-387.	
Neuman, S. B. & Celano, D. C. (2012). <i>Giving our children a fighting chance: Poverty, literacy, and the development of information capital</i> . New York, NY: Teachers College Press.	
South Carolina Education Oversight Committee (2011). <i>PASS reading: A first look at student progress for a matched cohort</i> . Columbia, SC: Author.	
South Carolina Education Oversight Committee (2010). <i>Reaching higher levels of achievement in reading</i> . Columbia, SC: Author.	
Tivnan, T. & Hemphill, L. (2005). Comparing four literacy reform models in high-poverty schools: Patterns of first-grade achievement. <i>The Elementary School Journal</i> , 105(5), 419-441.	
<b>Recommended Texts</b>	
Allington, R.L. (2006). <i>What really matters for struggling readers, 2nd edition</i> . New York: Pearson/Allyn and Bacon.	
Barone, D. M. (2006). <i>Narrowing the literacy gap: What works in high-poverty schools</i> . New York, NY: Guilford Press.	
Clay, M. M. (2005). <i>Literacy lessons designed for individuals Part one</i> . Portsmouth, NH: Heinemann.	
Clay, M. M. (2005). <i>Literacy lessons designed for individuals Part two</i> . Portsmouth, NH: Heinemann.	
Kennedy, E. (in press). <i>Raising literacy achievement in high-poverty schools: An evidence-based approach</i> . London, England: Routledge.	
Neuman, S. B., Ed. (2008). <i>Educating the other America: Top experts tackle poverty, literacy, and</i>	

<p><i>achievement in our schools</i>. New York, NY: Teachers College Press.</p> <p>Snow, C. E. &amp; Biancarosa, G. (2003). <i>Adolescent literacy and the achievement gap: What do we know and where do we go from here?</i> New York: Carnegie Corporation.</p> <p>Wamba, N., Ed. (2011). <i>Poverty and literacy</i>. London, England: Routledge.</p>
<b>Other Course Materials</b>
None
<b>Content Outline</b>
<ol style="list-style-type: none"> <li>1. <b>Neurological Foundations of Language and Literacy Development in Children of Poverty</b> <ol style="list-style-type: none"> <li>a. Social and Emotional Environment and Brain Development</li> <li>b. Neuroplasticity, Gene Expression, and Fluid Intelligence</li> <li>c. Executive Functions and Language and Literacy Development</li> </ol> </li> <li>2. <b>Language- and Literacy Processes in Children of Poverty</b> <ol style="list-style-type: none"> <li>a. Vocabulary Development as a Function of Experiences</li> <li>b. Academic Background Knowledge and Life Experiences</li> <li>c. Metacognition and Language and Literacy Development</li> </ol> </li> <li>3. <b>Effective Literacy Practices for Children of Poverty Who Struggle to Read and Write</b> <ol style="list-style-type: none"> <li>a. Models of Reading and Instructional Implications for Under-Resourced Students</li> <li>b. Diagnostic Teaching in High Poverty Schools</li> <li>c. Best Practices for Acceleration and Remediation</li> <li>d. Content Area and Cross-Curricular Supports for Building Information Capital</li> <li>e. Accessing Home and Community Supports for Language and Literacy</li> </ol> </li> <li>4. <b>Language and Literacy Success Factors in High Poverty Schools</b> <ol style="list-style-type: none"> <li>a. Language and Literacy Trends in High Poverty Schools</li> <li>b. Culturally-Responsive High Poverty Schools</li> <li>c. Effective School-Based Strategies for Teachers and Teams</li> <li>d. Activating Language and Literacy Resources in Under-Funded Schools</li> </ol> </li> <li>5. <b>Action Research for Intervention and Enrichment</b> <ol style="list-style-type: none"> <li>a. Principles of Action Research</li> <li>b. Using Action Research to Inform Planning, Instruction and Assessment</li> </ol> </li> <li>6. <b>Teachers as Learners, Leaders, and Advocates in High Poverty Schools</b> <ol style="list-style-type: none"> <li>a. The Teacher as a Learner</li> <li>b. The Teacher as a Leader</li> <li>c. The Teacher as an Advocate for Children of Poverty</li> </ol> </li> </ol>
<b>Methods of Presentation</b>
Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by graduate students in the field setting. They will have opportunities to work independently and collaboratively with others. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.
<b>Course Requirements</b>
<ol style="list-style-type: none"> <li>1. Attendance and participation in all classes and related activities.</li> <li>2. Completion of required readings and other preparations <u>before</u> class and as indicated on schedule.</li> <li>3. Successful completion of all assignments, projects, quizzes and demonstrations.</li> </ol>
<b>Course Policies (Attendance, Grading, Professional Behavior)</b>
<b>Professional Behavior</b>
Dispositions are as important as academic work. Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings [note: two tardies/early departures equal one absence]; and the active cultivation of positive professional relationships.

<p>All class participants have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive distracts other class participants, including the instructional leader, and is never allowed.</p> <p>It is expected that all graduate students contribute to class in an appropriate and meaningful manner.</p> <p>Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.</p>	
<p><b>School of Education News and Announcements on Website</b></p> <p>Each week graduate students must check the “News and Announcements” page for any upcoming deadlines required for completion of education programs and for other special information from the School of Education. Graduate students may do this by visiting the Francis Marion Website at <a href="http://www.fmarion.edu">www.fmarion.edu</a>, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then selecting “News and Announcements” under the column on the left side of the page.</p>	
<p><b>Collaboration</b></p> <p>Graduate students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, <b>when approved in advance by the professor</b>, they may collaborate on assignments.</p>	
<p><b>Assignment Deadlines</b></p> <p>Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late IF the late submission is accepted by the professor.</p> <p>Graduate students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. Should questions emerge about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.</p>	
<p><b>Neatness/Accuracy</b></p> <p>All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student’s attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of this course is content, it is expected that all graduate students submit assignments that demonstrate excellent writing skills.</p>	
<p><b>Rubrics</b></p> <p>Rubrics for assignments are provided when appropriate and all rubrics must be completed in full by the student and submitted along with the assignment in order for the assignment to be considered complete. Assignments will not be graded without student-completed rubrics, and will be deemed “late.” The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.</p>	
<p><b>Assignments and Assessments</b></p> <p>The EDUC 636 student will compile a portfolio comprised of the assignments listed below: <i>(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project will be provided as a component of class instruction.)</i></p>	
<b>#</b>	<b>Activity Description</b>
1	<p><b>Professional Learning Community and Reading Responses:</b> The student will participate in a professional learning community that reads selected professional literature and engages in professional discussions. The student must submit a total of eight (8) responses to required readings. The purpose of the response journal is to encourage reflection and to assist the student in making connections between one’s own experiences, beliefs, and concerns as a teacher-researcher and the discussions and required readings of this course. Entries should reflect a thorough analysis of readings, although references to personal experiences and opinions may be included. (15%)</p>
	<p><b>Diagnostic and Remediation Plan, Implementation, and Assessment:</b> The graduate student will complete</p>

2	a portfolio that documents extended work with a minimum of one struggling reader or writer. The graduate student will review the learner's previous report cards and test scores, speak with involved teachers or counselors, and administer appropriate diagnostic instruments. A remediation teaching plan consisting of a minimum of five lessons will be developed and implemented. The summative portfolio must include assessment artifacts that document a shift in the performance of the student as a result of the instruction. (15%)
3	<b>Action Research.</b> The graduate student will use an action research model to explore best practices for language and literacy development in high-poverty schools. The student will formulate research questions related to the language and literacy development of one or more under-resourced children. A review of the relevant literature will inform the development of instructional strategies and procedures. The student will analyze output and outcome data and reflect on implications for both study participants and educational programs for children of poverty. (50%)
4	<b>Reflection Journal and Participation:</b> The student will complete journal entries that include reflective and critical commentary on the readings and report progress made on assignments. The student will participate in class discussions and related activities in a genuine and informed manner. (10%)
5	<b>Professional Growth:</b> The student will participate in a minimum of one FMU Center of Excellence event or other professional learning activity that focuses on children of poverty. A one page written reflection journal entry must be submitted. (5%)
6	<b>Service:</b> The student will participate in a minimum of one service learning/volunteerism activity that focuses on children living in poverty during the semester in which the course is taught approved in advance by the professor. A one page written reflection journal entry must be submitted. (5%)

#### Course Assignments and Standards Alignment

ASSIGNMENT	STANDARDS
Professional Learning Community and Reading Responses	TCOP 1, 2, 3, 4, 5, 6
Diagnostic and Remediation Plan, Implementation, and Assessment	TCOP 1, 2, 5
Action Research	TCOP 1, 2, 3, 4, 5, 6
Reflection Journal and Participation	TCOP 1, 2, 3, 4, 5, 6
Professional Growth	TCOP 6
Service	TCOP 6

#### Grading Scale

##### Assignment Grading Scale

Not Met – NC – 0	Met – C – 1	Exceeded – B – 2	Exceptional – A – 3
	<i>A = 2.5 – 3.0</i>	<i>B+ = 2.3 – 2.49</i>	<i>B = 2.0 – 2.29</i>
	<i>C+ = 1.5 – 1.9</i>	<i>C = 1.0 – 1.49</i>	<i>NC = Below 1</i>

**Grading Scale:** Grades on each activity and assignment will be averaged for final grade.

##### FMU Final Grade Scale

Grade	Description	Qty Pts per Sem. Hr.	Grading Scale
A	Indicates achievement of distinction	4.0	93-100
B+	Indicates achievement somewhat below distinction	3.5	89-92
B	Indicates above average achievement	3.0	85-88
C+	Indicates achievement somewhat above average	2.5	82-84
C	Indicates average achievement	2.0	77-81
NC	Indicates unacceptable achievement	0	Below 77

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** Business

**Date:** January 24, 2013

**Course No.** BUS 605 **Title** Business Tools for the MBA

Semester hours: **3** Clock hours: Lecture      **X**      Laboratory     

Prerequisites/corequisites: ~~Acceptance into the MBA program;~~ Admission to the M.B.A. program or approval of the Dean of the School of Business

Enrollment expectation: 15

Indicate any course for which this course is a (an)

modification      n/a       
(proposed change in course title, course description, course content or method of instruction)

substitute      n/a       
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate      n/a       
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Michael P. Hughes

Department Chairperson's/Dean's Signature     

Provost's Signature     

Date of Implementation      Summer 2014     

Date of School/Department approval     

Catalog description:

**605 Business Tools for the MBA (3)** (Prerequisite: Admission to the M.B.A. program or approval of the Dean of the School of Business) F, S, SU. Provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

Purpose:

1. For Whom:

This course is designed for MBA students who do not possess an undergraduate business degree or have not taken other qualifying undergraduate business courses.

2. What should the course do for the student?

Provide the fundamental knowledge necessary to enter the MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia):

Textbook: CFIN, Third Edition. Besley and Brigham. 2013, 2012. South-Western, Cengage. ISBN 13: 978-1-133-62640-4.

Business/Financial Calculator: Calculator must have time value of money and cash flow functions. Exponential, power, and general statistical functions are desirable.

Computer: Windows XP, or later version, compatible computer with Internet connectivity. Students will need to access Blackboard and run business software as specified at the beginning of class.

Course Content: See attached sample syllabus

**When completed, forward to the Office of the Provost.**

**BUS-605  
Business Tools for the MBA  
Summer 2014**

**Instructor:** Dr. Michael P. Hughes  
FH 264  
Office Phone: 661-1422  
661-1420 (Secretary)  
Email: mhughes@fmarion.edu

**Office Hours:** Daily: 0300P -0600P (BUS-605 will be an evening course)  
\*\* Other times by appointment.

**I. Catalog Description:**

Provide the fundamental knowledge necessary to enter the core MBA curriculum. Subject matter includes foundational accounting, applied statistics, finance, and business software applications.

**II. Required Background or Experience:**

A. Prerequisites: ~~Acceptance into MBA Program~~ Admission to the M.B.A. program or approval of the Dean of the School of Business

B. General Education Contribution:

1. Ability to use basic financial statements
2. Ability to apply elementary statistics to business problems
3. Ability to apply basic financial concepts
4. Ability to use business software

**III. School of Business Mission Statement**

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards.** Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

**School of Business Goals**

- Our students will have conceptual and analytical skills to analyze and solve managerial problems.
- Our students will be able to effectively communicate orally and in writing.



- Our students will have an understanding of ethical perspectives and be guided by high ethical standards.
- Our students will have an understanding and appreciation of the global business environment.
- Our students will utilize creativity in the solving of managerial problems.
- Our students will know the core concepts within each business discipline: accounting, business economics, finance, management, management information systems and marketing.

#### **IV. Objective:**

The objective of this course is to provide the fundamental knowledge necessary to enter the MBA curriculum.

#### **V. Text and References**

##### **Required:**

Textbook: CFIN, Third Edition. Besley and Brigham. 2013, 2012. South-Western, Cengage. ISBN 13: 978-1-133-62640-4.

Business/Financial Calculator: Calculator must have time value of money and cash flow functions. Exponential, power, and general statistical functions are desirable.

Computer: Windows XP, or later version, compatible computer with Internet connectivity. Students will need to access Blackboard and run business software as specified at the beginning of class.

#### **VI. Instructional Methods:**

Lecture and reading are the primary method of instruction. Students will take part in individual exercises and team activities to consolidate knowledge gained from lecture and readings.

#### **VII. Methods of Evaluating Student Performance:**

Grading: The student's final grade will be determined as follows:

##### **Individual Grade**

Exam 1	25%
Exam 2	25%
Final Exam (comp.)	35%
Peer Evaluation	5%

##### **Team Grade**

Team-tests (3)	<u>10%</u>
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**Total**                      100%

**Grading scale**

A	-	90 - 100%
B	-	80 - 89%
C	-	70 - 79%
F	-	Below 70%

\*No plusses or minuses are used.