

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

Department/School: **School of Education**

Date: **September 5, 2012**

Course No. or Level: **EDUC 775**

Title: **Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals.**

Semester hours: **3** Clock hours: **45** Lecture: **45** Laboratory: **0**

Prerequisites: **None**

Enrollment expectation: **20**

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 Coughenour**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: **Spring 2013**

Date of School/Department approval _____

Catalog description: This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

- Purpose: **with**
1. For Whom: **Teachers (public, private and daycare) working with young children with disabilities ages birth to 6 years and community service providers also working with this population.**
 2. What should the course do for the student? **This course will provide basic knowledge of the collaborative processes that are an integral part of early childhood special education and strategies to promote culturally responsive collaboration between families, educators, service providers and community agencies involved in the education of young children with disabilities ages birth to 6 years.**

Teaching method planned: **Lecture and demonstration**

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

There will not be a required text for this course. Required readings will consist of selected articles designated by the course instructor.

EDUC 775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals Spring 2013

Professor: Karen Coughenour, Ph. D.

Office: 214 CEMC

Telephone: (843) 661-1480

Email: KCoughenour@fmarion.edu

Office hours: By Appointment

Class Meets: Online

Course Description: This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

Conceptual Framework

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

The graduate level educator will demonstrate *teacher competencies* as measured by the following:

- IA. Knowledge of content in their area of teaching
- IB. 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

The graduate level educator will demonstrate attributes of a *caring teacher* who will:

- IIA. Exhibit professional attributes
- IIB. Respect 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.
- IIC. Uphold Ethical and Professional Standards
- IID. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.

Expected Outcomes:

As a result of class attendance and participation, completion of assigned readings, written assignments and field observation, students should:

- Demonstrate understanding of family systems and the role of families in the educational process CC1K7
- Demonstrate understanding of family systems and the role of families in supporting development CC2K4
- Demonstrate understanding of the concerns of families of young children with disabilities ages birth to 6 years and strategies to help address these concerns CC10K3
- Demonstrate sensitivity for the culture, language, religion, gender, disability, and socioeconomic status of young children ages birth to 6 years CC9S6
- Demonstrate knowledge of cultural perspectives influencing the relationships among families, schools, and communities as related to instruction CC3K5
- Demonstrate understanding of culturally responsive factors that promote effective communication and collaboration with young children with disabilities ages birth to 6 years, families, school personnel, and community members CC10K4
- Demonstrate knowledge of the roles of young children with disabilities ages birth to 6 years, families, and school personnel, and community members in the planning of an individualized program CC10K2
- Demonstrate understanding of the structures supporting interagency collaboration, including interagency agreements, referral, and consultation EC10K1
- Explain models and strategies of consultation and collaboration CC10K
- Demonstrate commitment to engage in evidence-based practices CC9S13
- Demonstrate the ability to apply evidence-based and recommended practices for young children with disabilities ages birth to 6 years, including those from diverse backgrounds EC9S6
- Demonstrate the ability to model techniques and coach others in the use of instructional methods and accommodations CC10S8
- Demonstrate the ability to use group problem-solving skills to develop, implement, and evaluate collaborative activities CC10S7
- Demonstrate the ability to communicate with school personnel about the characteristics and needs of young children with disabilities ages birth to 6 years CC10S9
- Demonstrate the ability to collaborate with school personnel and community members in integrating young children with disabilities ages birth to 6 years into various settings CC10S6
- Demonstrate the ability to develop family-oriented services based on the family's identified resources, priorities, and concerns EC10S3
- Demonstrate the ability to assist the families of young children with disabilities ages birth to 6 years in becoming active participants in the educational team CC10S4

- Demonstrate the ability to assist the family in planning for transition EC10S8
- Demonstrate understanding of the roles and responsibilities of the paraeducator related to instruction, intervention, and direct service CC7K5
- Demonstrate the ability to structure, direct, and support the activities of paraeducators, volunteers, and tutors CC5S15
- Demonstrate the ability to observe, evaluate, and provide feedback to paraeducators CC10S11
- Demonstrate the ability to practice the CEC Code of Ethics and other standards of the profession CC9S1

Required Text: There will not be a required text for this course. Required readings will consist of selected articles designated by the course instructor.

Methods of Presentation

Each class will be a combination of lecture, simulation, group discussions, analysis of case studies, and problem solving activities. Students will have opportunities to work independently and collaboratively.

Course Requirements

1. Read required assigned readings.
2. Participate in class discussions.
3. Purchase headphones and a microphone for simulated IFSP meeting and designated discussions.
4. Complete group and individual assignments including:

1. Quizzes

There will be a quiz on the information presented in each module. Each quiz will consist of multiple choice items and a brief essay item. Quizzes must be completed independently and by the designated due date and time.

2. Discussion Board Activities

Participants will respond to prompts in 3 different modules involving issues related to collaboration. Prompts will be posted by the instructor, on the discussion board in blackboard. Responses should be detailed and address all parts of the prompt (minimum of 150 words). Responses to prompts may also contain questions for other readers to ponder and respond to. Participants are responsible for reading the responses of others and responding to the posts of at least 2 others. A rubric for discussion board activities will be provided.

3. Collaborative Lesson Plans

Following a discussion of models of collaboration and consultation and co-teaching, participants will work with a partner and develop two lesson plans for use during co-teaching. Lesson plans must address knowledge or skills appropriate for young

children with disabilities, ages birth to 6 years. One lesson plan should include the use of technology. The partners may choose the co-teaching model. The lesson plan format will be provided by the instructor.

4. Group Problem Solving Activity

Following a discussion of conflict and problem solving culturally responsive communication participants will be provided with a short case study involving a diverse family of a young child with a disability in a conflict with the school. One team member will assume the role of the family member, teacher, school administrator, related services provider, and community agency representative. Team members will work together to provide suggestions for resolving the conflict.

5. Paraeducator Plan

Following a discussion of the roles and responsibilities of paraeducators and tips for directing and supporting paraeducators, participants will watch a video of a paraeducator and compile an annotated list of responsibilities and a prospective weekly schedule.

6. Simulated IFSP Meeting

As a culminating activity, participants will work in teams to simulate an IFSP meeting for a culturally diverse child. The plan will be based on a case study provided by the instructor. The plan developed must address the priorities, concerns, and resources of the family, and must meet the academic and social needs of the student. Team members will role play to simulate the meeting during Module 5. Headphones and a microphone are required for this activity.

Assignment	Points
Quizzes 5 @ 20 points each	100
Discussion Board Activities 3 @ 25 points each	75
Collaborative Lesson Plans 2 @ 25 points each	50
Group Problem Solving Activity	50
Paraeducator Plan	25
Simulated IFSP Meeting	50
TOTAL POINTS	350

The following scale will be used to determine the final grade for the course

Grade	Percentage Range	Points	Descriptor
A	93 - 100%	324 -350	Distinction
B+	85% - 92%	296 -323	
B	80% - 84%	279 -295	Acceptable
C+	75% - 79%	261- 278	
C	70%- 74%	244 - 260	Marginal
F	Below 70%	243 or less	No Credit

Topic Outline

- Module 1** Historical Context of Collaboration
 Legal Basis of Collaboration in Early Childhood Special Education
 Roles and Responsibilities of Persons/Agencies Involved in Collaboration
- Module 2** Models of Collaboration/ Consultation/ Co-teaching
 Working Together to Meet the Needs of all Students
 The Group Problem Solving Process
 What IF Problem Solving is Not Successful?
- Module 3 Cultural** Issues in Collaboration
 Potential Barriers to Collaboration with Families
 Family Structure and Characteristics
 Attitudes and Understandings of Collaborators
 Cultural and Linguistic Diversity among Families
 5 Step Process for Building Home/School Partnership
- Module 4 Collaborating** During the IFSP/IEP Process
 The Team Process
 Collaboration During Referral
 Collaboration in Assessment
 Collaboration in Program Planning
 Collaboration in Evaluation
 Collaboration in Transition
 Promoting Parent Involvement
- Module 5 Collaborating** with Paraeducators, Student Interns, Tutors and Volunteers
 Roles and responsibilities of the paraeducator related to instruction, intervention,
 and direct service (An Aide is not a Maid).
 Roles and responsibilities of tutors and volunteers related to instruction,
 intervention, and direct service
 Tips for Structuring, Directing, and Support the Activities of Paraeducators,
 Volunteers, and Tutors
 Modeling Instructional Techniques and Coaching Others in the Use of Instructional
 Methods and Accommodations
 Communicating with, Evaluating, and Providing Feedback to Paraeducators and
 Others

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

Department/School: African and African American Studies Program Date: January 29, 2016

Course No. or Level: 200: Introduction to African and African American Studies

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

Prerequisites: None

Enrollment expectation: 20

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: Alissa Warters, Erica James, LeRoy Peterson, Demetra Pearson, Louis Venters, Jessica Burke

Department Chairperson's/Dean's Signature _____

Provost's Signature Richard N. Chapp

Date of Implementation: Spring 2017

Date of School/Department approval _____

Catalog description:

200 Introduction to African American Studies (3) Introductory survey course which provides an overview of the field of African American Studies from an interdisciplinary perspective.

Purpose:

1. For Whom (generally?)

Undergraduate students pursuing a minor or collateral in African and African American Studies will be required to take this course. This course is appropriate for any undergraduate student interested in learning about the study of peoples of African descent and their experiences in Africa, America, and the rest of the African Diaspora.

2. What should the course do for the student?

Specific course objectives include teaching students

- To understand the historical foundations, development and contributions of African and African American Studies as an academic discipline
- To improve critical thinking and analytical skills and apply them to contemporary issues
- To articulate in speech and writing ideas about race/ethnicity
- To examine critically the processes by which we reach and develop opinions
- To examine issues of equality and social justice

Teaching method planned:

This course will have an interdisciplinary approach in which faculty members from various disciplines will be invited to lecture and lead discussions. Students-organized discussions and presentations will also be a part of the course content. Multi-media resources will be reviewed and analyzed throughout the course.

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

Darlene Clark Hine, William Hine, and Stanley Harrold, *The African American Odyssey*, 5th edition (New York: Pearson, 2002).

Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954-1965* (New York: Penguin, 1988).

Manning Marable and Leith Mullins, etc. *Let Nobody Turn Us Around: Voice of Resistance, Reform, and Renewal: An African American Anthology* (New York: Rowman and Littlefield, 2000).

Additional readings and films will be added by the course instructors.

Course Content:

African and African American Studies 200 is an interdisciplinary course that will explore the peoples of African descent from a variety of perspectives: history, politics, economics, sociology, psychology, religion, culture, etc. Please refer to the attached syllabus.

SYLLABUS

AFRICAN AND AFRICAN AMERICAN STUDIES 200

Faculty: TBD

Course Description: Introductory survey course which provides an overview of the field of African American Studies from an interdisciplinary perspective.

This course fulfills a requirement for the African and African American Studies Collateral and Minor.

Required Texts and Materials:

Darlene Clark Hine, William Hine, and Stanley Harrold, *The African American Odyssey*, 5th edition (New York: Pearson, 2002).

Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954-1965* (New York: Penguin, 1988).

Manning Marable and Leith Mullins, etc. *Let Nobody Turn Us Around: Voice of Resistance, Reform, and Renewal: An African American Anthology* (New York: Rowman and Littlefield, 2000).

Additional readings and films will be added by the course instructors.

Grade Distribution:

Exam 1	20%
Exam 2	20%
Research Paper	25%
Final Exam	20%
Participation/Quizzes	15%

Course Policies:

Attendance: Daily attendance and participation are essential to success in this course. Class roll will be taken on a daily basis at the beginning of each class period. Participation in class discussions is also important—especially as it pertains to the reading assignments.

Examination Policy: There will be three examinations. Each exam will contain open and closed-ended items. If a student must miss an exam due to an emergency, the student must contact the professor as soon as possible.

Academic Honesty: Each student is responsible for informing his/herself about the University Academic Dishonesty Policy. Please see the Student Handbook for further information.

Course Outline:

Week One	Introduction to the course Readings TBD
Week Two	African Heritage Readings TBD
Week Three	The Trans-Atlantic Slave Trade Readings TBD
Week Four	Slavery in the British Colonies Readings TBD
Week Five	American Slavery Readings TBD
Week Six	American Slavery Continued Readings TBD
Week Seven	Abolition, Anti-Slavery and Civil War Readings TBD
Week Eight	Reconstruction and the Free Black Community Reading TBD
Week Nine	The Harlem Renaissance Readings TBD
Week Ten	Depression, World War II and Cold War America Readings TBD
Week Eleven	The Civil Rights Movement Readings TBD
Week Twelve	The Black Power Movement Readings TBD
Week Thirteen	Contemporary African-American Thought Readings TBD
Week Fourteen	Current Social Issues Readings TBD
Week Fifteen	African Americans in Present Day Media Readings TBD

FEB 16 2016

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

OFFICE OF THE PROVOST

Department/School Biology Date February 8, 2016

Course No. or Level Biol 307

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites Biol 106

Enrollment expectation 24 - 48


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

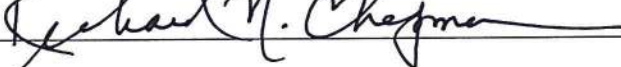
modification Biol 307
(proposed change in course title, course description, course content or method of instruction)

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 Jeremy Rentsch

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2017

Date of School/Department approval 2/4/2016

Catalog description:

Plant structure and function will be a survey of the fundamental processes, forms, and functions of plants with a focus on flowering plants (Angiosperms). Students will learn about plant anatomy and physiology as well as plant morphology and development. Through the lens of structure and function, students will also examine the evolutionary history of land plants and study the ways that plants interact with their environment.

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

Teaching method planned:

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

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

Department/School: **Department of English** Date: **January 10th, 2016**

Course No. or level: **ENG 363** Title: **World Literature:
Beginnings to 1650**

Semester hours: 3 Clock hours: Lecture: 3 Laboratory:

Prerequisites: Grade of C or higher in ENG 102: Rhetoric, Genre, and Research

Enrollment expectation: 22

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

modification ENG 363
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jason Marley

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2016

Date of School/Department approval November 10th, 2015

Catalog Description:

ENG 363 World Literature: Beginnings to 1650 (3) (Prerequisite: 102 with a grade of C or higher.) Examines Western and Non Western literature ranging from 2300 B.C.E. to 1650 C.E. Students will study texts ranging from Rome, Greece, Africa, China, and Japan within their historical, social, and cultural contexts. Topics to be discussed include the oral tradition, the epic, intertextuality, and the relationship between religion and literature.

Purpose:

For Whom (generally?): For Whom (generally?) Undergraduates seeking Gen. Ed. credit in literature; English Majors/Minors/Collaterals (as an elective in the Major/Minor Collateral)

What should the course do for the student?

The student will be introduced to a wide range of literature ranging from 2300 B.C.E. to 1650 C.E., beginning with ancient Mediterranean literature and ending in the medieval era. In studying these texts, students will gain a greater understanding of ancient literatures and the cultures that produced them. Further, they will better understand the influence of ancient art and culture on contemporary societies.

Teaching method planned: Classroom time will be divided between lecture and discussion. Students will analyze World literature through formal responses, short essays and a term paper.

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

The Norton Anthology of World Literature, Volume 1

Course Content: See attached syllabus. In general, content will focus on several key themes as it surveys literature of the ancient and medieval world by focusing on the oral tradition, the intertextual nature of art and culture, and the relationship between literature and religion.

Course Rationale:

The proposed change modifies the scope of the current course to cover up to the year 1650. The current World Literature curriculum does not offer coverage beyond the year 1500. As such, students do not receive instruction in any World Literature from 1500 to present and thus do not have the opportunity to study World Literature beyond the medieval era.

As such, the scope of English 363 and 364 has been modified to cover the 500 years of World literature not currently offered at FMU. This modification allows students the opportunity to study topics such as the Russian novel, French literature, the Latin American novel, and Postcolonial literature—topics that are not currently offered at FMU. This modification will provide students with a more comprehensive knowledge of World literature.

ENG 363 World Literature: Beginnings to 1650
MW 12:30 pm – 1:45 pm
Founders Hall 108B
Fall 2016

Instructor: Dr. Jason R. Marley
E-mail: jmarley@fmarion.edu
Office: 148 Founders Hall
Office Hours: Tuesday and Thursday, 11:00 am – 12:25 pm, or by appointment

Prerequisite(s):
Eng 102 with a grade of C or higher.

Course Description

ENG 363 World Literature: Beginnings to 1650
Examines Western and Non Western literature ranging from 2300 B.C.E. to 1650 C.E. Students will study texts ranging from Rome, Greece, Africa, China, and Japan within their historical, social, and cultural contexts. Topics to be discussed include the oral tradition, the epic, intertextuality, and the relationship between religion and literature.

Course Materials

* *Norton Anthology of World Literature, VI*

Grading Policy

Reading Quizzes and Informal Responses:	15%
Essay 1:	20 %
Essay 2:	25%
Midterm Exam:	20 %
Final Exam:	20 %

Schedule of Assignments and Readings

Week #1 Introductions

DATE	CLASS ACTIVITIES	HOMEWORK
	Introduction to the course Syllabus Review	Purchase all course materials from the bookstore Read: "Ancient Mediterranean and Near Eastern Literature" <i>The Enuma Elish</i>

Week #2 Ancient Mediterranean Literature

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>The Enuma Elish</i>	Read: <i>The Epic of Gilgamesh, part 1</i>
	Discuss <i>The Epic of Gilgamesh</i>	Read: <i>The Epic of Gilgamesh, part 2</i>

Week #3 Ancient Mediterranean Literature

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>The Epic of Gilgamesh</i>	Read: Excerpts from The Hebrew Bible
	Discuss <i>The Hebrew Bible</i>	Read: Homer, excerpt from <i>The Iliad</i>

Week #4 Ancient Rome and Greece

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>The Iliad</i>	Read: Homer, excerpt from <i>The Iliad</i>
	Discuss <i>The Iliad</i>	Read: Ovid, <i>Metamorphoses</i>

Week #5 Ancient Rome and Greece

DATE	CLASS ACTIVITES	HOMEWORK
	Labor Day: No Class	
	Discuss Ovid Essay 1 Due	Read: "Ancient India" <i>The Bhagavad Gita</i>

Week #6 Ancient India

DATE	CLASS ACTIVITES	HOMEWORK
	<i>The Bhagavad Gita</i>	Read: <i>The Bhagavad Gita</i>
	<i>The Bhagavad Gita</i>	Read: excerpts from <i>The Qur'an</i>

Week #7 The Islamic World

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss excerpts <i>The Qur'an</i>	Read: <i>The Thousand and One Nights, part 1</i>
	Discuss <i>The Thousand and One Nights</i>	Read: <i>The Thousand and One Nights, part 2</i>

Week #8 The Islamic World

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss <i>The Thousand and One Nights</i>	Read: Bhartṛhari and Somadeva "India's Classical Age"
	Discuss Indian Poetry	Read: <i>The Divine Comedy</i>

Week #9 Dante and European Literature

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss Dante	Read: <i>The Divine Comedy</i>
	Discuss Dante	Read: Tang Poetry

Week #10 Chinese Literature

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss Wang Wei and Du Fu	Read: <i>The Kokinshu</i>
	Discuss <i>The Kokinshu</i>	Read: Murasaki Shikibu <i>The Tale of Genji</i>

Week #11 Classic Japanese Literature

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss <i>The Tale of Genji</i>	Read: Murasaki Shikibu <i>The Tale of Genji</i>
	Discuss <i>The Tale of Genji</i>	Read: Murasaki Shikibu <i>The Tale of Genji</i>

Week #12 Classic Japanese Literature

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss <i>The Tale of Genji</i>	Read: <i>The Epic of Sunjata</i>
	Discuss <i>Sunjata</i>	Read: <i>The Epic of Sunjata</i>

Week #13 African Literature

DATE	CLASS ACTIVITIES	HOMEWORK
	Discuss <i>Sunjata</i>	Read: <i>The Epic of Sunjata</i>
	Discuss <i>Sunjata</i>	Read: Michel De Montaigne, selected essays

Week #14 European Literature

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss Michel De Montaigne	Read: excerpt from <i>Don Quixote</i>
	Discuss Cervantes	Read: excerpt from <i>Don Quixote</i>

Week #15 European Literature

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss Cervantes	Read: excerpt from <i>Don Quixote</i>
	Discuss Cervantes Essay 2 Due	

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

Department/School: **Department of English** Date: **January 10th, 2016**

Course No. or level: **ENG 364** Title: **World Literature: 1650 to Present**

Semester hours: 3 Clock hours: Lecture: 3 Laboratory:

Prerequisites: Grade of C or higher in ENG 102: Rhetoric, Genre, and Research

Enrollment expectation: 22


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

modification ENG 364
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate None
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jason Marley

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2016

Date of School/Department approval November 10th, 2015

Catalog Description:

ENG 364 World Literature: 1650 to Present (3) (Prerequisite: 102 with a grade of C or higher.) Studies the development of global literature from 1650 to present day. Students will examine concepts of nationalism, race, gender, and oppression in a variety of Non-Western and European works. A substantial portion of the course will be devoted to the development of Asian, Middle Eastern, and African literatures, as well as colonial and postcolonial literatures.

Purpose:

For Whom (generally?): For Whom (generally?) Undergraduates seeking Gen. Ed. credit in literature; English Majors/Minors/Collaterals (as an elective in the Major/Minor Collateral)

What should the course do for the student?

The student will be introduced to a wide range of literature ranging from 1650 to present day. Students will gain an understanding of global literature not currently offered at Francis Marion University

Teaching method planned: Classroom time will be divided between lecture and discussion. Students will analyze World Literature through formal responses, short essays and a term paper.

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

The Norton Anthology of World Literature, Volume 2

Course Content: See attached syllabus. In general, content will focus on several key themes as it surveys world literature by focusing on global texts from the Enlightenment to present day. Students will examine literary works through concepts of nationalism, gender, race and ethnicity, and globalization.

Course Rationale:

The proposed change modifies the scope of the current course to cover from the year 1650 to present day. The current World Literature curriculum does not offer coverage beyond the year 1500. As such, students do not receive instruction in any World Literature from 1500 to present and thus do not have the opportunity to study World Literature beyond the medieval era.

As such, the scope of English 363 and 364 has been modified to cover the 500 years of World literature not currently offered at FMU. This modification allows students the opportunity to study topics such as the Russian novel, French literature, the Latin American novel, and Postcolonial literature—topics that are not currently offered at FMU. This modification will provide students with a more comprehensive knowledge of World literature.

World Literature: 1650 to Present
MW 12:30 pm – 1:45 pm
Founders Hall 108B
Fall 2016

Instructor: Dr. Jason R. Marley
E-mail: jmarley@fmarion.edu
Office: 148 Founders Hall
Office Hours: Tuesday and Thursday, 11:00 am – 12:25 pm, or by appointment

Prerequisite(s):
Eng 102 with a grade of C or higher.

Course Description

ENG 364 World Literature: 1650 to Present

Studies the development of global literature from 1650 to present day. Students will examine concepts of nationalism, race, gender, and oppression in a variety of Non-Western and European works. A substantial portion of the course will be devoted to the development of Asian, Middle Eastern, and African literatures, as well as colonial and postcolonial literatures.

Course Materials

* *Norton Anthology of World Literature, V2*

Grading Policy

Reading Quizzes and Informal Responses:	15%
Essay 1:	20 %
Essay 2:	25%
Midterm Exam:	20 %
Final Exam:	20 %

Schedule of Assignments and Readings

Week #1

DATE	CLASS ACTIVITIES	HOMEWORK
	Introduction to the course	Purchase all course materials from the bookstore Read: Voltaire, <i>Candide</i>

Week #2

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>Candide</i>	Read: Voltaire, <i>Candide</i>
	Discuss <i>Candide</i>	Read: Cao Xueqin, <i>The Story of the Stone</i> (excerpt)

Week #3

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>The Story of the Stone</i> (excerpt)	Read: selected Japanese Haiku
	Discuss Haiku	Read: Jean-Jacques Rousseau, <i>Confessions</i>

Week #4

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>Confessions</i>	Read: Chikamatsu Monzaemon, <i>The Love Suicides at Amijima</i>
	Discuss <i>The Love Suicides at Amijima</i>	Read: Goethe, excerpt from <i>Faust</i>

Week #5

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss <i>Faust</i> Essay 1 Due	Read: Goethe, excerpt from <i>Faust</i>
	Discuss <i>Faust</i>	Read: Ghalib, selected poems

Week #6

DATE	CLASS ACTIVITES	HOMEWORK
	Discuss Ghalib	Read: Charles Baudelaire, <i>The Flowers of Evil</i>
	Discuss Baudelaire	Read: Fyodor Dostoyevsky, <i>Notes from Underground</i>

Week #7

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Sep 29th	Discuss <i>Notes from Underground</i>	Read: Comte de Lautréamont, <i>Les Chants de Maldoror</i>
Wed. Oct 1st	Discuss <i>Les Chants de Maldoror</i>	Prepare for Mid-term

Week #8

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Oct 6th	Mid-term Examination	Read: Rabindranath Tagore, "Punishment"
Wed. Oct 8th	Discuss "Punishment"	Read: Marcel Proust, <i>Swann's Way</i>

Week #9

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Oct 13th	Discuss <i>Swann's Way</i>	Read: Lu Xun, "Diary of a Madman" Akutagawa Ryunosuke, "In a Bamboo Grove"
Wed. Oct 15th	Discuss "Diary of a Madman" and "In a Bamboo Grove"	Read: Premchand, "The Road to Salvation"

Week #10

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Oct 20th	Discuss "The Road to Salvation"	Read: Jorge Luis Borges, "The Garden of Forking Paths"
Wed. Oct 22nd	Discuss "The Garden of Forking Paths"	Read: Franz Kafka, <i>The Metamorphosis</i>

Week #11

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Oct 27th	Discuss <i>The Metamorphosis</i>	Read: Paul Celan, selected poems "Postwar and Postcolonial Literature"
Wed. Oct 29th	Discuss Celan's poems	Read: Doris Lessing, "The Old Chief Mshlanga"

Week #12

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Nov 3rd	Discuss "The Old Chief Mshlanga"	Read: Saadat Hasan Manto, "Toba Tek Singh" G.V. Desani, <i>All About H. Hatterr</i> (handout)
Wed. Nov 5th	Discuss "Toba Tek Singh" and <i>All About H. Hatterr</i>	Read: Amos Tutuola, <i>The Palm Wine Drinkard</i> (handout) Mahmoud Darwish, "Identity Card"

Week #13

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Nov 10th	Discuss <i>The Palm Wine Drinkard</i> and "Identity Card"	Read: Samuel Beckett, <i>Stories and Texts for Nothing</i>
Wed. Nov 12th	Discuss Beckett	Read: Clarice Lispector, "The Daydreams of a Drunk Woman"

Week #14

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Nov 17th	Discuss "The Daydreams of a Drunk Woman"	Read: Salman Rushdie, "The Perforated Sheet"
Wed. Nov 19th	Discuss "The Perforated Sheet"	Read: J.M. Coetzee, "The Novel in Africa"

Week #15

DATE	CLASS ACTIVITES	HOMEWORK
Mon. Dec 1st	Discuss "The Novel in Africa"	Read: Rosa Liksom, <i>Dark Paradise</i> (handout)
Wed. Dec 3rd	Discuss <i>Dark Paradise</i> Essay 2 Due	

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

Department/ Department of Nursing Date 02/01/16

Course No. or Level IPHC 450 Title Healthcare Informatics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites None

Enrollment expectation 25-27


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

modification X- IPHC 501 to IPHC 450
(proposed change in course title, course description, course content or method of instruction)

Substitute X - This course replaces the English 200
(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 Ms. Nina Russell, FNP-C, MSN-ED, APRN

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2016

Date of School/Department approval _____

Catalog description: This course will provide an overview of health information management including computer technology, information management and distribution, as well as practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Purpose: 1. For Whom (generally?) RN to BSN Students

2. What should the course do for the student? Prepares the student to understand the importance of healthcare informatics and using this information to deliver quality patient care in promoting healthy outcomes for patients.

Teaching method planned: This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook and/or materials planned (including electronic/multimedia): American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN: 978-1-4338-0561-5
 Hebda, T., & Czar, P. (2013). *Handbook of informatics for nurses & healthcare professionals* (5th ed.). River, NJ: Pearson Education. ISBN: 978-0-13-257495-2

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.)

1. Informatics in the Healthcare Professions
2. Hardware, Software, and the Roles of Support Personnel
3. Ensuring the Quality and Best Use of Information
4. The Internet and the World Wide Web: An Overview
5. Professional Use of Electronic Resources
6. Healthcare Information Systems
7. Strategic Planning for Information Technology Projects
8. Selecting a Healthcare Information System
9. Improving the Usability of Health Informatics Applications
10. Information Security and Confidentiality
11. Electronic Health Record
12. Personal Health Records
13. The Role of Standardized Terminology and Language in Informatics
14. Health Information Exchanges
15. Integrating Technology, Informatics, and the Internet Into Health Education
16. Consumer Education and Informatics
17. Telehealth
18. Public Health Informatics
19. Evidence-Based Practice and Research
20. Health Policy and Health Information Technology
21. Legislation
22. Regulatory and Reimbursement Issues
23. Accreditation Issues for Information System Design and Use

Syllabus:**Department of Nursing**

Course Title: IPHC 450 Healthcare Informatics
Credit Hours: 3 semester hours
Day and Time: This is an online course taught through Blackboard Learning System

Faculty: Nina Russell, FNP-C, MSN-Ed, APRN
Office Number: LNB Suite B-207
Office Phone: 843-661-1682
E-mail: nrussell@fmarion.edu
Office Hours: By appointment Mondays 1pm-5pm
Virtual Office Hours: By appointment

Course Access and Navigation:

This course was developed using Blackboard. To access the course, go to <http://blackboard@fmarion.edu>. Click on the Login button and use your username and password. If you do not have a password, follow the prompt to create them. If you have problems at any time with logging in, or with the blackboard system, contact Technical Support at Francis Marion University at 843-661-1111 for help.

Course Description:

This course will provide an overview of health information management including computer technology, information management and distribution, as well as practice implications. Students will explore technological resources designed to improve communication, education, and delivery of healthcare and evaluate legal and ethical issues related to health information systems. Additionally, students will employ information technology to improve healthcare delivery by designing support tools to improve clinical practice, promote public health, and enhance disease management.

Learning Outcomes: At the conclusion of this course, the learner will be able to:

1. Define healthcare informatics.
2. Discuss current and emerging issues in health information management.
3. Compare the function of various basic components of computer hardware and software.
4. Evaluate data management and computer applications that support healthcare research, evidence-based practice, public health, and education of healthcare professionals.
5. Differentiate between the terms electronic health record, electronic medical record, and computer-based patient record.
6. Identify the association of Meaningful Use financial incentives and the adoption of the electronic health record in a variety of practice settings.
7. Examine legal and ethical issues related to information security and confidentiality housed in computer software and mobile devices.
8. Design web-based resources to enhance patient education, promote community health and wellness, and support disease management.

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, 2008).

Teaching Strategies:

This on-line class will be taught by following the textbook and utilizing discussions, PowerPoint lectures, individual assignments, group assignments and Blackboard participation. All assignments are posted on Bb under Assignments. Grading grids or Rubrics are posted with the assignment instructions and will be used for grading. All assignments will be uploaded on Bb under Assignments.

Textbook(s):

Required:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN: 978-1-4338-0561-5

Hebda, T., & Czar, P. (2013). *Handbook of informatics for nurses & healthcare professionals* (5th ed.). River, NJ: Pearson Education. ISBN: 978-0-13-257495-2

METHODS OF EVALUATION:

Evaluation Methods:

Blackboard Discussion	20%
Case Scenario A	20%
Case Scenario B	20 %
Healthcare mobile application design & development Group project	40%

Grading Scale:

Alphabetic	Raw Score
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.

Assignment Explanations:

You will find detailed descriptions and explanations for all assignments within the content section of Blackboard.

ACADEMIC INFORMATION**Online Attendance Policy:**

Attendance for this online class goes from **Monday through Sunday**. It is strongly encouraged that you make your initial posts early in the week to facilitate discussion amongst your peers. To be considered present, learners must log on at least one time and make some meaningful contribution to classmates' learning during the week. A student who does not sign in and/or does not provide any meaningful input will be considered absent and may be at risk for failing the course.

A faculty member may withdraw a learner 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 learner 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 learner 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 learner from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Learners Form, obtains the signature of the Department Chair, and delivers the form to the Registrar's Office.

Online Participation:

The purpose of online discussion is to encourage reflection and sharing of different knowledge and experiences. Learners are responsible for reading ALL postings within the discussion board, responding to learner questions directed to you individually, and meeting the discussion board criteria of posting your major response by the end of the week of the posting. Because the discussion board adds to the learning of your classmates, discussions and contributions are taken seriously. The learner will be evaluated on the quality of contributions, insights, contributions to knowledge, and by the frequency of postings and reading of the discussion. **You are required to make an initial post and at least 2 substantial post to your peers during each week of study. Your initial posts should be done by Wednesday of each week. A substantial post is not I agree or I think you are correct; it needs to be one that either adds to or questions what your peer has posted in a professional manner.**

Grading Grids (Rubrics):

Grading Grids (rubrics) are utilized to provide appropriate assignment feedback to the online learner, and to maintain consistency in assigning grades. Grading Grids for each individual assignment can be found in the Weekly Content section of Blackboard. The appropriate Grading Grid must be pasted at the end of each assignment before it is sent to the faculty for grading. Papers will not be graded without the Grading Grid.

Written Paper Requirements:

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 use APA guidelines.
- All written assignments must be submitted in Blackboard unless instructed otherwise.

Work Turned in Late:

Any assignments that are due in an assigned block will be considered on time if submitted by midnight Sunday night of the last week of the block. Permission from faculty must be obtained prior to the due date for submission of late work. A new due date should be decided in collaboration with the faculty member. If not submitted on the new due date, ten percent will be deducted from the final grade. Failure to notify the faculty member of late work will result in an automatic ten percent reduction.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). 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.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook* (current editions). Each learner 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 learner.

Grievance Procedure:

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. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the current edition of the *Department of Nursing Student Handbook*.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners 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 (current edition)*: Academic Integrity.

E-mail

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

Phone Usage and Messaging

Learners 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 e-mail.

Social Networking Policy

Learners 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

learners, 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.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners 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.

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 learners in this course. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting online or using vulgar, profane or abusive language
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners
- 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.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a learner towards another learner, 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 advisor. Learner 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 faculty member and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

ADDITIONAL FRANCIS MARION UNIVERSITY RESOURCES

Rogers Library	(843) 661-1310
Counseling and Testing Center	(843) 662-8263
Technical Support	(843) 661-1111
Writing Center	(843) 661-1654

COMMUNICATION POLICY FOR BLACKBOARD

Online classes require a special set of guidelines to enable equal participation for all learners, and to assure privacy, respect, and accountability are maintained. Online discussions are an integral part of the course. The intent of online discussions (discussion boards) is to replace the sharing that would occur between learners in the classroom, to allow faculty to identify student learning and correct misconceptions. To help learners become accustomed to working in an on-line classroom, the following guidelines are listed:

1. Learners are expected to check their e-mail daily and discussion board at least every two days for student posts and faculty updates.
2. Each week there will be one (1) discussion board question that requires learner responses. Learners are to respond to each primary question by the end of the day Wednesday of each week.
3. Professional respect requires learners to respond to discussion board questions directed to them specifically by their peers.
4. A grading rubric will be used to assign grades for each discussion answer. Please find the rubric in the course materials in blackboard, as well as in each course syllabus.
5. Do not dominate the discussion. Stay on topic. If you have something you want to address that is off-topic, email the person directly.
6. Use a positive and respectful tone.
7. Abusive comments will not be tolerated. You may lose points or this may be grounds for being asked to leave the course. If you are dealing with a sensitive or controversial topic, take time to reflect and write your responses in WORD first before posting so you don't regret a response later.

8. Typing in WORD before posting will help you eliminate spelling and grammatical errors. Using all caps to highlight a point is generally considered “shouting” online.
9. Reference all information used in your post that is not your own knowledgebase.
10. Although information shared online cannot be assumed to be private, please respect the examples and information shared by others.
11. Each course faculty will monitor and respond to discussion board posts as appropriate. However, the discussion board itself is intended to be learner-directed.
12. Never use patient information that can identify a patient (remember HIPAA).

COURSE PROCEDURES

To be a successful online learner takes great effort. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you won't fall behind.

Communication is key. Communication channel is always open between me, you, and among ourselves. It is very, very important that we keep connected and interact. If you do have questions, please feel free to e-mail me, utilize the faculty forum in discussion board, or phone me.

Working ahead. All assignments and discussion questions for the semester are posted. You are permitted to post one block ahead on discussion questions. Know, however, that course content must be reviewed before posting is to be done in order to correctly interpret the questions. Learners are permitted to work ahead as able on individual assignments.

Netiquette: Communication Courtesy Code. All members of the class are expected to follow rules of common courtesy in all email messages, and threaded discussions. Respect is required. If your discussion post is a response, begin the post with the learner's name. Please write your name at the end of all discussion postings so we know who has contributed to the learning process.

Feedback on your assignment submission. Please check feedback on the graded assignments in your grade-book by clicking the hyperlinked score. If you have any difficulty finding comments, please read instructions under the **Tutorial** link.

Check your grades. I will post your grades for the discussion board, assignments, etc. as soon as I can. If you find any errors or missing scores in your grade-book, please feel free to e-mail me. I will correct my mistakes. *No assignment will be graded without the attached Grading Grid.*

Disclaimer

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

Content Information Topical Outline

Week	Topic	Corresponding Readings	Assignments Due
Week 1	Informatics in the Healthcare Professions Hardware, Software, and the Roles of Support Personnel	Chapters 1 & 2	Self-Introduction in Discussion board
Week 2	Ensuring the Quality and Best Use of Information The Internet and the World Wide Web: An Overview	Chapters 3 & 4	Discussion Board Question #1 opens
Week 3	Professional Use of Electronic Resources Healthcare Information Systems	Chapters 5 & 6	Discussion Board Question #1 Closes
Week 4	Strategic Planning for Information Technology Projects Selecting a Healthcare Information System	Chapters 7 & 8	Discussion Board Question #2 opens
Week 5	Improving the Usability of Health Informatics Applications Information Security and	Chapters 9 & 12	Discussion Board Question #2 Closes

	Confidentiality		
Week 6	Electronic Health Record Personal Health Records	Chapters 14 & 16	Discussion Board Question #3 opens Case Scenario A Due
Week 7	The Role of Standardized Terminology and Language in Informatics Health Information Exchanges	Chapters 15 & 17	Discussion Board Question #3 Closes
Week 8	Integrating Technology, Informatics, and the Internet Into Health Education Consumer Education and Informatics	Chapter 23 & 24	Discussion Board Question #4 opens
Week 9	Telehealth Public Health Informatics Evidence-Based Practice and Research	Chapters 25, 26, & 27	Discussion Board Question #4 Closes Case Scenario B Due
Week 10	Health Policy and Health Information Technology Legislation	Chapters 18 & 19	Discussion Board Question #5 opens

Week 11	Regulatory and Reimbursement Issues Accreditation Issues for Information System Design and Use Continuity Planning and Management (Disaster Recovery)	Chapters 20, 21, & 22	Discussion Board Question #5 Closes
Week 12			Healthcare App/tool Design Due

Online Participation Rubric:

The following rubric will be used for assessing online participation. Please refer to online participation section in the syllabus.

POST	EVALUATION CRITERIA	EARNED POINTS
Primary post worth a total of 50 points	*On time	10 points
	*All topic areas covered	10 points
	*References provided if appropriate	10 points
	*Substantive content	10 points
	*Acceptable grammar	10 points
Secondary posts (2) worth 25 points each	*On time	5 points
	*Reflects or references others' posts	5 points
	*Added new thoughts or ideas	

	to the post stream *Acceptable grammar	10 points 5 points
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology **Date** _____

Course No. or Level 674 Title Academic Assessment and Intervention: Literacy
Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites _____

Enrollment expectation 10

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

modification X

substitute _____

alternate _____

Name of person preparing course description: **Samuel F. Broughton, PhD**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in PSY 600C Psychological Intervention Practicum.

Purpose: 1. For Whom (generally?)

Graduate Students in the School Psychology Program

2. What should the course do for the student?

Provide a basic introduction to Academic Assessment and Intervention for students who struggle with reading, writing, and spelling.

Teaching method planned:

Lecture

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

Daly, E.J., Neugebauer, S, Chafouleas, S., & Skinner, C. H. (2015). *Interventions for reading problems* (2nd Ed.). New York: The Guilford Press.

Joseph, L. M. (2006). *Understanding, assessing, and intervening on reading problems*. Bethesda, MD.: NASP.

National Institute of Child Health and Human Development, National Institute for Literacy (2000). *Report of the national reading panel: Teaching children to read* (NIH Publication No. 00-4754).

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems workbook*. (4th.)_New York: The Guilford Press.

Wright, J. C. *Curriculum-based-measurement: A manual for teachers*. Download available at www.interventioncentral.org.

Course Content: Please see attached syllabus

When completed, forward to the Office of the Provost.

9/03

PSYCHOLOGY 674

ACADEMIC ASSESSMENT AND INTERVENTION: LITERACY

CATALOG DISCRIPTION:

Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions in reading and written language with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed. Must be concurrently enrolled in PSY 700C Psychological Intervention Practicum.

CONCEPTUAL BASIS FOR COURSE:

The prerequisite for this course is a grade of B or higher in PSY 604 Behavioral Assessment and Intervention. PSY 604 and this course have much in common, including a data-based, behavioral orientation to assessment and intervention, use of operant and social learning principles, functional analysis of behavior and development of evidence-based intervention plans which rely on alterable aspects of the academic environment, direct instruction, objective monitoring of progress, data-based decision making, multi-tiered systems of intervention, and use of single-case evaluation designs and related statistical procedures. You are expected to have mastered much of this model and these procedures in PSY 604 prior to entering this course.

Additionally, students in this class will have previously completed PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing in School Psychology, and PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders. Together these courses provide a firm and thorough background in the psychometric assessment of intelligence, academic achievement, and learning disabilities, including achievement and learning in reading, vocabulary, spelling, and written language. Therefore, students enrolled in PSY 704 are expected to already be fluent in norm-referenced academic achievement testing in basic reading/spelling/vocabulary/written language, psychometric scoring and statistical systems, data interpretation and communication, and disability classification.

Academic assessment and intervention require the cooperation and participation of the teacher. Without this cooperation, neither can occur successfully. Therefore, the continuing development and use of consultation skills, introduced previously in PSY 609 Consultation with Diverse Families and

Communities, are essential to implementing the model espoused in this course. Additionally, school psychologists must have relevant knowledge, skills, and recommendations in order to

make academic consultation meaningful. During this course, you will learn about the characteristics of the effective classroom and how to recognize them, how to conduct assessments of the learning environment in classrooms and change them when necessary, how to place a child at the proper location in a given curriculum, how to implement measurement and instructional techniques that result in measurable learning outcomes, how to know when to modify or maintain a given instructional program using data collected by the teacher, and how to work with educators to develop multi-tiered school-wide learning programs designed to reach all children. Direct Instruction and a number of previously developed and tested evidence-based strategic (Tier 2) and intensive (Tier 3) interventions will be reviewed as well as methods for designing original interventions from functional behavioral assessments and CBM data. Specific attention will be given to evidence-based practices in reading, spelling, and written language instruction and intervention.

COURSE GOALS:

The course emphasizes the linkage of behavioral and curriculum-based assessment results to academic interventions for use with both exceptional learners and diverse general education students. Central to the course will be a basic understanding of curriculum issues, the relationship of the learning environment to academic learning problems, critical thinking and problem-solving to identify alterable variables within the learning environment, data-based educational decision making, and designing and implementing academic interventions for use within a consultation role. Interventions for use within non-categorical and inclusion models and regular education classrooms will be emphasized. Use of the Response-to-Intervention (RTI) model within Multi-tiered Systems of Support (MTSS) as a method for improving general instruction as well as a diagnostic procedure and method of special education placement and placement avoidance will serve as a central organizing theme of the course.

NASP AND READ TO SUCCEED (R2S) DOMAINS ADDRESSED AND ASSESSED:

Data-based Decision-Making and Accountability	(1)
Intervention and Instructional Support to Develop Academic Skills	(3)
School-Wide Practices to Promote Learning	(5)

Course Objectives:

1. The student will describe typical curricular and instructional structures found in schools, particularly in the areas of *reading and spelling/language arts*. (NASP Domain: 5) (R2S: 2.1, 2.3, 4.2)
2. The student will compare and contrast constructivist/readiness/trait based models of instruction with behavioral/direct instructional models of education. (NASP Domain: 3)

3. The student will outline and describe the following assessment and intervention models of ABC, SORCK, RTI, Problem-Solving and Standard Protocol, Multi-tiered Systems of Support, and School-wide Intervention. (NASP Domain: 3, 5)(R2S: 2.2, 2.3, 4.2)
4. The student will describe and employ methods for objective assessment of the academic environment in which a student is functioning, classroom and academic problem observation and assessment formats. (NASP Domain: 1)(R2S: 3.1, 3.2, 3.3, 3.4)
5. The student will describe the typical referral process for academic problems and outline the problem-identification and target behavior selection process for academic problems in the areas of *reading and written language/spelling/language arts*. (NASP Domain: 1, 3)(R2S: 3.1, 3.2, 3.3, 3.4)
6. The student will describe and employ methods for determining a student's placement in the curriculum of instruction, including achievement testing (norm- and criterion-referenced), curriculum-based measurement, and direct assessment of academic target behaviors in the areas of *reading and written language/spelling/language arts*. (NASP Domain: 1, 3)(R2S: 3.1, 3.2, 3.3, 3.4)
7. The student will compare and contrast process vs. direct academic assessment and intervention. (NASP Domain: 1, 3)
8. The student will outline and demonstrate methods for designing and implementing evidence-based modifications in the curriculum or instructional process and academic interventions for diverse learners experiencing academic difficulties in the areas of *reading and written language/spelling/language arts*. (NASP Domain: 3)(R2S: 2.1, 2.2, 4.2, 4.3)
9. The student will describe and demonstrate methods for objective, quantitative monitoring and evaluating of short- and long-term progress of students undergoing academic interventions, including web-based approaches, and evaluation of intervention effectiveness in the areas of *reading and written language/spelling/language arts*. (NASP Domain: 1, 3)(R2S: 3.1, 3.2, 3.3, 3.4)
10. The student will describe strategies for establishing rapport, collaborative relationships, a problem-solving orientation and clear communication with instructional personnel. (NASP Domain: 3, 5)(R2S: 3.3, 3.4, 4.3)
11. The student will describe the culture of the school and community and the effects they can produce on the acceptability and implementation fidelity of multi-tiered systems of instruction and academic interventions by teachers and other school personnel particularly in the areas of *reading and written language/spelling/language arts*. (NASP Domain: 3, 5)(R2S: 4.2, 4.3)

TEXTS:

Daly, E.J., Neugebauer, S, Chafouleas, S., & Skinner, C. H. (2015). *Interventions for reading problems* (2nd Ed.). New York: The Guilford Press.

Joseph, L. M. (2006). *Understanding, assessing, and intervening on reading problems*. Bethesda, MD.: NASP.

National Institute of Child Health and Human Development, National Institute for Literacy (2000). *Report of the national reading panel: Teaching children to read* (NIH Publication No. 00-4754).

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems workbook*. (4th.)_New York: The Guilford Press.

Wright, J. C. *Curriculum-based-measurement: A manual for teachers*. Download available at www.interventioncentral.org.

JOURNAL READINGS:

Journal readings to be supplied by instructor via Black Board.

QUIZZES AND TESTS: Short quizzes will be given at the beginning of class periodically throughout the semester to assure comprehension and retention of previously covered concepts and principles. The graded mid-term and final examinations will consist of objective and short answer discussion questions from text and readings and class lecture/discussion/presentations. Each exam also will have a case simulation component and require analysis, evaluation, and discussion of simulated case information and data.

GRADES: The grade for each examination will be based on the percentage of available points obtained according to the following criteria: 90 - 100 = A[4.0]; 85 - 89 = B+[3.5]; 80 – 84 = B [3.0]; 79 - 75 = C+[2.5]; 74 – 70 = C [2.0]

	Topics	Text Material Covered
Weeks 1-3	<p>Behavioral Model/Philosophy/ Methods (ABC, SORKC, alterable variables, direct assessment and progress monitoring),</p> <p>Rationale for instructional intervention and consultation (constructivist/ readiness/ trait/categorical models vs. behavioral/ explicit/direct-instruction models), School-wide intervention (tiered) models: problem solving and standard protocol, the curriculum and factors affecting curriculum development, school reform, intervention assistance teams.</p>	<p>Shapiro, chapters 1, 2</p> <p>Rathvon, chapters 1, 2</p>
Weeks 4-5	<p>Assessing classroom environment, ecology, instructional methods, classroom and school climate and support, instructional methods, classroom management strategies, intervention acceptability.</p> <p>Carroll’s Model of Classroom Learning, academic engaged time and related variables, Mastery Learning, Direct Instruction, Precision Teaching; Grouping, scheduling, classroom structure and organization, feedback, reinforcement; ACES and AIMS, B.O.S.S.</p>	<p>Shapiro, chapters 3, 4</p> <p>Shapiro Workbook, Steps 1, 2</p> <p>Daly, et al., chapters 2, 3, 4</p>
Weeks 6-7	<p>Assessing academic performance, universal screening, placement in the curriculum, identifying academic target behaviors, permanent products review; Measuring/monitoring academic target behaviors: criterion referenced tests, curriculum-based measurement, etc. of early literacy and reading(DIBELS, MyIGDIs, AIMSweb, EasyCBM)</p>	<p>Wright, entire manual</p> <p>Joseph chapters 1, 2, 3</p>
		Mid-term Exam
Week 8 & 9	<p>Understanding reading development, The nature of reading: alphabetic (phonemic awareness and phonics instruction), fluency, comprehension (vocabulary instruction, text comprehension instruction), Environmental factors and</p>	<p>Joseph chapters 1, 2, 3</p> <p>NRP chapters 1, 2, 3, 4</p>

	child characteristics underlying reading challenges	Daly et al., chapter 5
Week 10	<p>Topics: Focused Intervention for specific skill areas), tier 2 (supplemental/strategic) and 3 (intensive) interventions, interventions for phonemic awareness, phonics, and reading fluency</p> <p>Assignments: Shapiro chapter 6 Shapiro workbook step 3 Rathvon chapter 4 Thomas & Grimes chapter 7</p> <p>Activities: Student presentations of evidence-based academic interventions, lecture</p>	
Week 11	<p>Topics: Focused Intervention for specific skill areas), tier 2 (supplemental/strategic) and 3 (intensive) interventions, interventions for vocabulary development and reading comprehension</p> <p>Assignments: Shapiro chapter 6 Shapiro workbook step 3 Rathvon chapter 4 Thomas & Grimes chapter 7</p> <p>Activities: Student presentations of evidence-based academic interventions, lecture</p>	
Week 12	<p>Topics: Focused Intervention for specific skill areas, tier 2 (supplemental/strategic) and 3 (intensive) interventions, interventions for spelling and written language (i.e., focus, organization, support and elaboration, style, and conventions)</p> <p>Assignments: Shapiro chapter 6 Shapiro workbook step 3 Rathvon chapter 4</p> <p>Activities: Student presentations of evidence-based academic interventions, lecture</p>	
Week 13	<p>Topics: Focused Intervention for specific skill areas, tier 2 (supplemental/strategic) and 3 (intensive) interventions, interventions for spelling and written language (i.e., focus, organization, support and elaboration, style, and conventions)</p> <p>Assignments: Shapiro chapter 6 Shapiro workbook step 3</p>	

	Rathvon chapter 4 Activities: Student presentations of evidence-based academic interventions, lecture	
Weeks 14 - 15	<p>Instructional modification: general instructional strategies / evidence-based teaching and explicit instruction; Matching interventions to assessment data and student needs; Selecting instructional and classroom management strategies; Tier 1-Core, Tier 2-Supplemental/ strategic and Tier 3-intensive curricula/instruction, school-wide intervention models</p> <p>Focused Intervention for specific skill areas, tier 2 (supplemental/strategic) and tier 3 (intensive) interventions, evidence-based interventions for basic reading (word level interventions, passage level interventions) reading comprehension</p> <p>Focused Intervention for specific skill areas, tier 2 (supplemental/strategic) and 3 (intensive) interventions, interventions for spelling and written language</p> <p>Conducting functional analyses of reading performance, Progress monitoring, aim lines, effect sizes, local norms, data-based decision making, altering interventions on the basis of individual/class/grade/ school/ district performance data/benchmarks/ norms, outcome evaluation</p> <p>Utilizing academic assessment and CBM, universal screening, tiered curricular and instructional systems, strategic and intensive interventions, and progress monitoring within a Consultation/RTI framework</p>	<p>Joseph, chapters 4, 5, 6, 7</p> <p>Shapiro, chapters 5, 6, 7, 8</p> <p>Shapiro Workbook, Steps 3, 4</p> <p>Rathvon, chapters 3, 4</p> <p>Daly et al., chapters 6, 7, 8</p>
		Final Exam

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

Department/School Psychology **Date** _____

Course No. or Level 774 Title Academic Assessment and Intervention: Numeracy

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites _____

Enrollment expectation 10

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

modification X

substitute _____

alternate _____

Name of person preparing course description: **Samuel F. Broughton, PhD**

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

Purpose: 1. For Whom (generally?)

Graduate Students in the School Psychology Program

2. What should the course do for the student?

Provide a basic introduction to Academic Assessment and Intervention for students who struggle with reading, writing, and spelling.

Teaching method planned:

Lecture

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

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems workbook*. (4th.)_New York: The Guilford Press.

Riccomini, P. J., & Witzel, B. S. (2010). *Response to Intervention in Math*. Thousand Oaks, CA: Corwin Press.

Wendling, B. J., & Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, NJ: John Wiley.

Wright, J. C. *Curriculum-based-measurement: A manual for teachers*. Download available at www.interventioncentral.org.

Course Content: Please see attached syllabus

When completed, forward to the Office of the Provost.

9/03

PSYCHOLOGY 774
ACADEMIC ASSESSMENT AND INTERVENTION: NUMERACY

CATALOG DISCRIPTION:

Linking of direct classroom behavioral and curriculum-based assessment results, including universal screening data, to the design and implementation of evidence-based classroom instruction and academic interventions numeracy with exceptional learners and general education students. Designing and implementing academic interventions for use by the psychologist or by teachers or paraprofessionals within a consultation framework. Evaluation of student progress and data-based educational decision-making emphasized. Curriculum standards and frameworks, inclusion, and educational reform discussed.

CONCEPTUAL BASIS FOR COURSE:

The prerequisite for this course is a grade of B or higher in PSY 674 Academic Assessment and Intervention: Literacy. PSY 674 and this course have much in common, including a data-based, behavioral orientation to assessment and intervention, use of operant and social learning principles, functional analysis of behavior and development of evidence-based intervention plans which rely on alterable aspects of the academic environment, objective monitoring of progress, data-based decision making, multi-tiered systems of intervention, and use of single-case evaluation designs and related statistical procedures. You are expected to have mastered much of this model and these procedures in PSY 604 and PSY 674 prior to entering this course. Academic assessment and intervention require the cooperation and participation of the teacher. Without this cooperation, neither can occur successfully. Therefore, the continuing development and use of consultation skills are essential to implementing the model espoused in this course. Additionally, school psychologists must have relevant knowledge, skills, and recommendations in order to make academic consultation meaningful. During this course, you will learn about the characteristics of the effective classroom and how to recognize them, how to conduct assessments of the learning environment in classrooms and change them when necessary, how to place a child at the proper location in a given curriculum, how to implement measurement and instructional techniques that result in measurable learning outcomes, how to know when to modify or maintain a given instructional program using data collected by the teacher, and how to work with educators to develop multi-tiered school-wide learning programs designed to reach all children. Direct Instruction and a number of previously developed and tested evidence-based strategic (Tier 2) and intensive (Tier 3) interventions will be reviewed as well as methods for designing original interventions from functional behavioral assessments and CBM data. Specific attention will be given to evidence-based practices in reading, spelling, and written language instruction and intervention.

COURSE GOALS:

The course emphasizes the linkage of behavioral and curriculum-based assessment results to academic interventions for use with both exceptional learners and diverse general education students. Central to the course will be a basic understanding of curriculum issues, the relationship of the learning environment to academic learning problems, critical thinking and problem-solving to identify alterable variables within the learning environment, data-based educational decision making, and designing and implementing academic interventions for use within a consultation role. Interventions for use within non-categorical and inclusion models and

regular education classrooms will be emphasized. Use of the Response-to-Intervention (RTI) model within Multi-tiered Systems of Support (MTSS) as a method for improving general instruction as well as a diagnostic procedure and method of special education placement and placement avoidance will serve as a central organizing theme of the course.

NASP DOMAINS ADDRESSED AND ASSESSED:

- Data-based Decision-Making and Accountability (1)
- Intervention and Instructional Support to Develop Academic Skills (3)
- School-Wide Practices to Promote Learning (5)

TEXTS:

Common Core State Standards Initiative. *Mathematics Standards*. Download available at <http://www.corestandards.org/Math/>.

Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems: Direct assessment and intervention* (4th Ed.). New York: The Guilford Press.

Shapiro, E. S. (2011). *Academic skills problems workbook*. (4th.)_New York: The Guilford Press.

Riccomini, P. J., & Witzel, B. S. (2010). *Response to Intervention in Math*. Thousand Oaks, CA: Corwin Press.

Wendling, B. J., & Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, NJ: John Wiley.

Wright, J. C. *Curriculum-based-measurement: A manual for teachers*. Download available at www.interventioncentral.org.

SC College- and Career- Readiness Standards for Mathematics. Download available at <http://ed.sc.gov/instruction/standards-learning/mathematics/standards/scccr-standards-for-mathematics-final-print-on-one-side/>.

JOURNAL READINGS:

Journal readings to be supplied by instructor via Black Board.

QUIZZES AND TESTS: Short quizzes will be given at the beginning of class periodically throughout the semester to assure comprehension and retention of previously covered concepts and principles. The graded mid-term and final examinations will consist of objective and short answer discussion questions from text and readings and class lecture/discussion/presentations. Each exam also will have a case simulation component and require analysis, evaluation, and discussion of simulated case information and data.

GRADES: The grade for each examination will be based on the percentage of available points obtained according to the following criteria: 90 - 100 = A[4.0]; 85 - 89 = B+[3.5]; 80 - 84 = B [3.0]; 79 - 75 = C+[2.5]; 74 - 70 = C [2.0].

	Topics	Text Material Covered
Weeks 1-2	<p>Behavioral Model/Philosophy/ Methods (ABC, SORKC, alterable variables, direct assessment and progress monitoring),</p> <p>Rationale for instructional intervention and consultation (constructivist/ readiness/ trait/categorical models vs. behavioral/ explicit/direct-instruction models), School-wide intervention (tiered) models: problem solving and standard protocol, the curriculum and factors affecting curriculum development, school reform, intervention assistance teams.</p>	<p>Shapiro, chapters 1, 2</p> <p>Rathvon, chapters 1, 2</p>
Weeks 3-4	<p>Assessing classroom environment, ecology, instructional methods, classroom and school climate and support, instructional methods, classroom management strategies, intervention acceptability.</p> <p>Carroll's Model of Classroom Learning, academic engaged time and related variables, Mastery Learning, Direct Instruction, Precision Teaching; Grouping, scheduling, classroom structure and organization, feedback, reinforcement; ACES and AIMS, B.O.S.S., and BASC-3 SOS</p>	<p>Shapiro, chapters 3, 4</p> <p>Shapiro Workbook, Steps 1, 2</p>
Weeks 5-6	<p>Assessing academic performance, universal screening, placement in the curriculum, identifying academic target behaviors, permanent products review; Measuring/monitoring academic target behaviors: criterion referenced tests, curriculum-based measurement, DIBELS, AIMSweb, EasyCBM</p>	<p>Wright, entire manual</p>
Week 7		Mid-term Exam
Weeks 8-9	<p>Understanding numeracy development, Environmental factors and child characteristics underlying mathematics challenges</p>	<p>Riccomini 1</p>
Weeks 10-11	<p>Curriculum Development, understanding common core and state standards in</p>	<p>Common Core Standards</p>

	<p>mathematics; Discussion of Effective mathematics programs (i.e., conceptual understanding, computational fluency, factual knowledge, and problem-solving skills)</p>	<p>SC College- and Career-Readiness Standards for Mathematics</p> <p>Riccomini 2</p>
Week 12	<p>Instructional modification: general instructional strategies / evidence-based teaching and explicit instruction; Matching interventions to assessment data and student needs</p>	<p>Shapiro, chapters 5, 6, 7, 8</p> <p>Shapiro Workbook, Steps 3, 4</p> <p>Rathvon, chapters 3, 4</p> <p>Riccomini chapters 4, 5, & 6</p>
Weeks 13 - 14	<p>Instructional modification: general instructional strategies / evidence-based teaching and explicit instruction; Matching interventions to assessment data and student needs;</p>	<p>Riccomini chapters 7, 8, 9, & 10</p> <p>Wendling, chapters 1, 8, 9, & 10</p>
Week 15		Final Exam

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

Department/School Psychology **Date** _____
Course No. or Level 703 Title Counseling for Social Justice and Diversity
Semester hours 3 Clock hours: Lecture X Laboratory _____
Prerequisites _____
Enrollment expectation 10
Indicate any course for which this course is a (an)
modification X
substitute _____
alternate _____
Name of person preparing course description: **Erica James**
Department Chairperson's/Dean's Signature _____
Provost's Signature _____
Date of Implementation _____
Date of School/Department approval _____
Catalog description:

This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve.

- Purpose:
1. For Whom (generally?)
Graduate Students in the School Psychology Program
 2. What should the course do for the student?
Provide a basic introduction to diversity issues relevant to work with diverse clientele.
- Teaching method planned:
Lecture
- Textbook and/or materials planned (including electronic/multimedia):

Sue, D. W. & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice* (7th ed.)
New York, NY: Wiley.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and Family Therapy* (3rd ed.)
New York, NY: Guilford Press.

Course Content: Please see attached syllabus

When completed, forward to the Office of the Provost.

9/03

PSY 703

Counseling for Social Justice and Diversity

Required Reading

Sue, D. W. & Sue, D. (2015). *Counseling the Culturally Diverse: Theory and Practice* (7th ed.) New York, NY: Wiley.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and Family Therapy* (3rd ed.) New York, NY: Guilford Press.

Course Description

This course is designed to expand the student's awareness of both the cognitive knowledge and skill necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships. Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine racial and ethnic identity as well as acculturation status. It will also examine how issues of individual and institutional racism and oppression continue to play out in the mental health of those we serve.

Course Objectives

Upon completion of this course, you will be able to:

1. Discuss the relevance of diversity from an individual, group, and global perspective
2. Explain the theoretical and practical models pertaining to diversity issues in counseling and human development
3. Identify personal and professional values, skills, interests, and needs
4. Become familiar with critical research related to diversity issues
5. Increase self-awareness around diversity issues
6. Enhance your ability to empathize with persons different from yourself

Instructor's Expectations

1. Any form of academic dishonesty will not be tolerated.
2. Academic dishonesty will be handled according to UGA policy.*
3. Derogatory comments referring to race, religion, sexuality, etc. will not be tolerated.
4. Respect others' opinions. This is a discussion-based course and without respect, quality discussions cannot occur.

5. Students are expected to come to class prepared, having read all required material.
6. Refrain from using cell phones, laptops, and other electronic devices in class. This includes text messaging.
7. Create a classroom contract so that expectations are understood.

Participation and Attendance

Participation: You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack. 50 points of the grade is determined through instructor evaluation of class participation and contribution. **You can't participate if you are not present.** Active participation is essential and will be evaluated in the following way:

- *Excellent* - Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little [45-50 points].
- *Satisfactory* - Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation [40-44 points].
- *Minimal acceptability* - Passive participation including being present, awake, alert, attentive, but not actively involved [30-39 points].
- *Unsatisfactory* - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion [0-29 points].

Attendance: You are expected to attend every class. Attendance will be taken in the form of a signup sheet at the beginning of each class. It is your responsibility to make sure you have signed the attendance sheet. If you do not sign in, you are considered absent. You are permitted two unexcused absences. **Each absence beyond the second unexcused absence will result in your overall grade in the course being reduced a letter grade.** Excused absences require documentation, such as a doctor's note. Whether an absence will be counted as excused will be handled on a case-by-case basis. It is also important that you be on time for class. Every third time you are late will count as an absence. If you miss more than 20 minutes of class (whether at the beginning or end of class) you will be counted absent. **NOTE: It is a violation of the university's Academic Honest policy to sign another student's name on an attendance sheet.**

Cell Phone/Laptop Use: **No cell phone use during class** (texting, tweeting, facebook-ing, etc.). Please make sure your cell phone is off or on silent. Laptop use is permitted only at the discretion of the instructor for in class assignments. Please inform the instructor if a laptop is needed for special accommodations (documentation must be provided).

Attendance Extra Credit: If you do not have any excused or unexcused absences (including absences from being late multiple times), you will receive **15 points of extra credit for perfect attendance**. If you have only one excused absence, you will receive **10 points**; or one unexcused absence, you will receive **5 points** of extra credit.

Absences and Tardiness: **Failure to attend class on the date of an exam/activity without prior arrangement will result in a zero for the exam/activity**. Prior arrangements for exams are only made for unusual circumstances and are at the discretion of the instructor. Verification (e.g., from the Health Center) must be provided to support requests for absences for illnesses. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis and make-up exams will be administered as soon as possible after the missed exam. Students are not to ask classmates about the content of the exam or to discuss the exam with other students.

MAJOR COURSE ASSIGNMENTS:

Paper: “Me and My Diversity” (50 points) The first assignment is a paper (3-5 pages, double spaced, plus cover page) in which you will write about yourself, your heritage, your upbringing, your family and culture, as well as any values and beliefs.

Group Presentation: (100 points; 40 pts group grade, 60pts.-individual grade). Each student will be assigned to a group. Each group will be assigned a chapter and utilize chapter content and related research and literature in diversity that is of interest to the group and prepare a presentation of the chapter material and other content you researched. Each group will prepare a PowerPoint and are encouraged to use other multimedia aids. Each group will facilitate a class discussion on their presentation. An outline of the presentation must be turned in to the instructor one week prior to the presentation. Presentations will be one to two hours long, depending on the Section/Chapter assigned (including a maximum of 10-20 min class discussion). You will receive a Group grade from the instructor and an individual grade from the instructor (which will include input from your group members). You must be in attendance when your group presents. If you are not present, you will receive a maximum of 20 points of your individual grade. Your grade will be determined by a rubric that will be posted on eLC. Please be mindful of difficulties with technology when converting documents from Mac to PC. (Be aware of equipment in the classroom and ensure compatibility. I recommend arriving early to set up presentations).

Diversity & Social Justice Activity: (75 points – 15 points: turn in meaningful activity; 60 points presentation)

You will attend an out-of-classroom activity that is approved by the instructor. The purpose of this assignment is to gain awareness and appreciation of social and cultural differences. This is an opportunity for you to meet and interact with persons different from yourself. You must attend and/or participate in a diversity or social justice event, initiative, or activity. Selection of an activity is not restricted to campus offices; in fact, you are encouraged to search in the Pee Dee area. You will be expected to give a 10-15 minute oral presentation that describes the event, your experience, and its impact on your views on social justice issues, diversity and cultural awareness and sensitivity, your comfort level, and/or the content of conversation with others. Visual aids and/or handouts are required. Please attach some type of documentation (i.e., pamphlet, flyer, handout, presenter's business card, etc.) showing that you attended event.

Midterm and Final Exams (100 points per Exam)

Examinations will cover textbook readings, in-class discussions, and other assigned readings. The exam will consist of multiple choice, fill in the blank, matching, and short answer. Exams must be taken at the scheduled time. Make-up exams will only be given in the event of a documented medical emergency.

Quizzes (25 points)

Unannounced quizzes on covered course content and reading materials will be administered throughout the semester. You will not be allowed to make up any quizzes unless a documented, University approved excuse is provided.

Extra Credit

Opportunities for extra credit may be randomly assigned throughout the semester. There will be no extra credit opportunities offered after April 20th.

Major Course Assignments

All assignments are expected to be typed, doubled-spaced, using 1" margins, 12-point Times New Roman font. APA style is also expected, unless stated otherwise. If you do not know APA style, there are many web resources that can help. Failure to comply with APA style will result in point deductions.

Late assignments (i.e. anything not submitted before the due date/time) will result in a 10% grade reduction for each day the assignment is late. Assignments will no longer be accepted 1 week past the due date.

Grading Procedures and Policies

A = 100-93%

A- = 92.99-90%

B+ = 89.99-86%

B = 85.99-83%

B- = 82.99-80%

C+ = 79.99-76%

C = 75.99-73%

C- = 72.99-70%

F = 59.99% and below

- Please be sure to hand in all written assignments at the start of class time, on the dates they are due. **There will be a deduction of 10% for each class period an assignment is late.** Late assignments due to illness or emergency will be handled on a case-by-case basis. Hard copies are required for all assignments due to the risk that e-mailed copies will be deleted by the university's filtering software.
- Hard cutoffs are used to determine final grades. There will be opportunities for extra credit during the semester, thus no additional extra credit will be given at the end of the semester.
- Final Exam Policy – No time and date departures from the examination schedule will occur without prior approval of the dean of the school or college and the Vice President for Instruction. Although there are special courses where a final examination of the regular type may not be appropriate, each student must be provided the opportunity to stand for a final examination as part of the completion of a full instructional term. Each instructor has the authority to design and administer the final examination in whatever manner is appropriate. "Two University policies focus on final examinations. University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester."

Grading Criteria:

Paper: Me and My Diversity	50 points
Diversity Activity (activity & paper)	75 points
Mid-Term Exam	150 points
Final Presentation & Book Report	150 points

Quiz	25 points
Participation	50 points
Total Possible Points	500 points
Total Possible Extra Credit	15 points

Tentative Course Outline:

Although every effort will be made to follow the course schedule, unforeseen circumstances may require that we deviate from the proposed schedule. If this should occur, the instructor will inform the students (in class and/or by e-mail) of the changes.

Course Schedule

Date	Topic	Reading Due
Class 1	Introduction/Syllabus Learning About and Discussing Diversity/Class Rules	Sue 1 McGoldrick 1
Class 2	How Much Do You Know About Diversity?/Genogram Conceptual Frameworks	Sue 2 & 3
Class 3	The Political Dimensions of Mental Health Practice	Sue 4, 5, & 6
Class 4	Me and My Diversity Paper Due Practice Dimensions	Sue 7, 8, 9, & 10
Class 5	GROUP 1 Racism GROUP 1 Racism / Ethnic Notions: Video	Sue 11, 12, & 13
Class 6	GROUP 1 Racism	Sue 14 McGoldrick 5 – 9; 36 – 47; 52 - 54
Class 7	GROUP 1 Racism	Sue 15 & 16 McGoldrick 2 - 4
Class 8	GROUP 1 Racism	Sue 17 & 18 McGoldrick 11 - 30
Class 9	GROUP 2 Classism GROUP 3 Religious Oppression	Sue 19, 20, & 25 McGoldrick 10, 31 – 35; 48 - 51

Class 10	Sexism Heterosexism / <i>Coming Out</i> : Video Transgender Oppression GROUP 5	Sue 22 & 24 Topic Due
Class 11	Ableism GROUP 6 Ageism and Adultism GROUP 7 Diversity and Social Justice Topic Due	Sue 23 & 26
Class 12	Working for Social Justice Working for Social Justice	
Class 13	Diversity and Social Justice Challenge Diversity and Social Justice Challenge Activity & Discussion	-
Class 14	Diversity & Social Justice Presentations	- -
Class 15	FINAL EXAM	

***This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*