

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 531 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Philosophy and Classroom Leadership

Semester hours 3 Clock hours: 45 Lecture 45 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 Teena Kyer

Department Chairperson's/Dean's Signature Cy B

Provost's Signature Pete H-9

Date of Implementation Fall 2023

Date of School/Department approval 5/22/22

Catalog description: This course will provide the Adult Learners/Teacher Candidates with the background knowledge of the Montessori philosophy of instructing children, managing the classroom, ways to enhance grace and courtesy in the classroom, and history of the development of the method. The Montessori philosophy of education has a proven record for more than 100 years. The philosophy behind the development of the method taught by Dr. Maria Montessori will be examined. Articles from studies completed comparing the Montessori method to traditional methods will be read and discussed. Management of the classroom using the philosophy of Dr. Montessori will be taught with examples and studies. Further studies will

show the long term effectiveness of the method of learning on children as they mature into adulthood.

- Purpose:**
1. For Whom (generally?) Adult Learners/Teacher Candidates who wish to learn about the philosophy of Dr. Montessori and for those planning to teach in a Montessori school.
  2. What should the course do for the student? The Philosophy and Classroom Leadership course will provide the Adult Learners/Teacher Candidates with the background knowledge of the Montessori philosophy of instructing children, managing the classroom, ways to enhance grace and courtesy in the classroom, and history of the development of the method.

**Teaching method planned:** Lecture

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

- Montessori articles
- Montessori, M. (2012). *The 1946 London lectures*. Montessori-Pierson Publishing.
- Lillard, P. (1997). *Montessori today*. Schocken.

**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.)

The Montessori philosophy of education has a proven record for more than 100 years. The philosophy behind the development of the method taught by Dr. Maria Montessori will be examined. Articles from studies completed comparing the Montessori method to traditional methods will be read and discussed. Management of the classroom using the philosophy of Dr. Montessori will be taught with examples and studies. Further studies will show the long term effectiveness of the method of learning on children as they mature into adulthood.

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



**EDUC 531**  
**Philosophy/Classroom Leadership**  
**Montessori grades PreK - 3**  
**Summer I 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates to understand Montessori's philosophy of education and the skills necessary to manage a Montessori classroom. The course will focus on theoretical foundations based upon Montessori's discoveries about children, observation of children, classroom setup, lesson planning, assessment of children in the Montessori classroom, classroom management techniques, and creating an authentic Montessori classroom while managing other school requirements such as testing and curriculum mandates.

**Teaching methods planned:** This course will include lecture, reading, interpreting and summarizing Montessori's discoveries about children, observing children and interpreting their behaviors in light of Montessori's discoveries, classroom setup scenarios, demonstrating lesson planning, demonstrating assessments, and demonstrating long range planning.

**Prerequisite:**

Prerequisite - None

**Textbook:**

- (Required) Montessori, M. (2012). *The 1946 London lectures*. Amsterdam: Montessori- Pierson Publishing Co.
- (Required) Lillard, P. (1997). *Montessori today*. Schocken.

**Francis Marion University Conceptual Framework**

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

- I. Competent teachers possess:

- A. Knowledge of content in their area of teaching
- B. Professional knowledge and skills including:
  - 1. The ability to plan instruction
  - 2. The ability to apply skills and knowledge in a clinical setting
  - 3. The ability to cause learning in P -12 students
  - 4. The ability to assess learning and learners
  - 5. The ability to work with children of poverty
  - 6. The ability to use technology

II. Caring teachers:

Exhibit Professional Dispositions

- A. Exhibit professional attributes
- B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
- C. Uphold Ethical and Professional Standards
- D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
- E. Show respect for colleagues, P -12 students, faculty and staff

**Course Objectives** – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will read, summarize and interpret Montessori's basic philosophy of education and written in <i>The 1946 London Lectures</i>	1a
Adult Learners/Teacher Candidates will read and summarize <i>Montessori Today</i> by Paula Polk Lillard.	1a, 3a
Adult Learners/Teacher Candidates will complete observations of children which support the Montessori philosophy of education.	1a, 1b, 3b
Adult Learners/Teacher Candidates will demonstrate the ability to arrange a Montessori classroom	3a
Adult Learners/Teacher Candidates will demonstrate an understanding of lesson planning, child assessment and long-range planning techniques.	3a, 3b, 3e

**Course Activities:**

- Summaries and interpretation of Montessori philosophy of education based upon direct reading of Montessori's lectures.
- Summarize the theoretical framework of Maria Montessori as interpreted in classroom practice by reading one teacher's account of Montessori practice.
- Demonstrate classroom setup scenarios.

- Demonstrate observations of children based upon Montessori's theories.
- Demonstrate a lesson plan.
- Demonstrate a long range plan.
- Demonstrate child assessment in the Montessori classroom.

**Summaries of Montessori's writings and lectures. 20 points**

After reading, attending lectures and discussing each chapter of *The 1946 London Lectures*, Adult Learners/Teacher Candidates will briefly summarize and interpret Montessori's basic theories of children's education.

**Summaries of a teacher's experiences in the Montessori classroom. 20 points**

Adult Learners/Teacher Candidates will read *Montessori Today*, and discuss and summarize each chapter of the book and make connections to today's classroom in settings in our local area.

**Observations of Children Activities 5 points each**

Adult Learners/Teacher Candidates will complete observations of children following an observation protocol, 1 time per week of class for 20 minutes, and make connections to Montessori theories discussed in class. 4 written observations and responses are due (1 per week)

**Demonstrate the arrangement of a Montessori learning environment. 10 points each**

Adult Learners/Teacher Candidates will arrange Montessori materials chosen by the instructor for a shelf in the classroom. This exercise will be repeated as a group exercise 2 times during the class.

**Review and explain a lesson plan, long-range plan and child assessment. 20 points**

Adult Learners/Teacher Candidates will review, discuss and explain in writing the use of a lesson plan, long-range plan and child assessment provided in class.

**KEY DUE DATES**

Week 1 – 8 Summaries from *The 1946 London Lectures*

Week 1 – 3 Summaries from *Montessori Today*

Week 1 – 1 observation of children

Week 1 – 1 lesson planning assignment

Week 2 – 8 Summaries from *The 1946 London Lectures*

Week 2 – 3 Summaries from *Montessori Today*

Week 2 – 1 observation of children

Week 2 – 1 group classroom arrangement activity

Week 3 – 8 Summaries from *The 1946 London Lectures*

Week 3 – 3 Summaries from *Montessori Today*

Week 3 – 1 observation of children

Week 3 – 1 long-range plan/child assessment activity

Week 4 – 8 Summaries from *The 1946 London Lectures*

Week 4 – 3 Summaries from *Montessori Today*

Week 4 – 1 observation of children

### Week 4 – 1 group classroom arrangement activity

#### Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	90 - 100	Distinction
B+	85% - 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Summaries of <i>The 1946 London Lectures</i>	20 points
Summaries of <i>Montessori Today</i>	20 points
Observations of Children	4 x 5 points each = 20 points
Montessori environment arrangement	10 points each = 20 points
Lesson, Long-range planning, child assessment activities	20 points

#### Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - o You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - o You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.

- o It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

#### **Submitting Assignments, Projects, Papers**

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.
- Make sure you keep up with your grades.

#### **Incompletes and Withdrawals:**

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

### **ACADEMIC INFORMATION**

#### **Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as an FMU teacher candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

#### **E-mail**

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner."

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

#### **News and Announcements:**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Social Networking Policy**

Candidates/Adult Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student 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.

### **Learner Responsibilities**

Candidates/Adult Learners are 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.

### **Guidelines for Faculty Appointments**

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

### **Academic Dishonesty**

See Honor Code found in the *University Learner Hand Book: 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.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

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

If a Candidate/Adult 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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.



**COURSE SCHEDULE – Summer 20XX (tentative)**

WEEK	TOPICS and Assignments Due
1.	8 Summaries of <i>The 1946 London Lectures</i> 3 Summaries of <i>Montessori Today</i> 1 Observation of Children 1 Lesson planning activity
2.	8 Summaries of <i>The 1946 London Lectures</i> 3 Summaries of <i>Montessori Today</i> 1 Observation of Children 1 group classroom arrangement activity
3.	8 Summaries of <i>The 1946 London Lectures</i> 3 Summaries of <i>Montessori Today</i> 1 Observation of Children 1 long-range planning and assessment activity
4.	8 Summaries of <i>The 1946 London Lectures</i> 3 Summaries of <i>Montessori Today</i> 1 Observation of Children 1 group classroom arrangement activity

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 532 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Practical Life and Sensorial Curriculum

Semester hours 3 Clock hours: 45 Lecture ☒ 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 Candace Clayton

Department Chairperson's/Dean's Signature Cy C

Provost's Signature Peter King

Date of Implementation Fall 2023

Date of School/Department approval 8/22/22

Catalog description: This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Practical Life curriculum provides Adult Learners/Teacher Candidates with activities which teach gross and fine motor skills, self-care skills, environmental care skills, social skills and general control of movement. The Sensorial curriculum provides activities that Adult Learners/Teacher Candidates can introduce to young children which increase their abilities intellectually. The games and activities allow young children to experience mathematical

thinking and language, scientific perception and language, and physical classification of materials and language in their environment.

**Purpose:**

1. For Whom (generally?) Adult Learners/Teacher Candidates interested in teaching in a Montessori school.
2. What should the course do for the student? To give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials.

**Teaching method planned:** Lecture and material presentations

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

- Montessori Album: Volkman, J. (2020). *Sensorial: A manual for early childhood (Ages 3-6+)*. Maitri Learning.
- Montessori Album: Volkman, J. (2020). *Practical Life: A manual for early childhood (Ages 3-6+)*. Maitri Learning.

**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.)

The Practical Life curriculum provides Adult Learners/Teacher Candidates with activities which teach gross and fine motor skills, self-care skills, environmental care skills, social skills and general control of movement. The Sensorial curriculum provides activities that Adult Learners/Teacher Candidates can introduce to young children which increase their abilities intellectually. The games and activities allow young children to experience mathematical thinking and language, scientific perception and language, and physical classification of materials and language in their environment.

**Please see attached syllabus.**

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



**EDUC 532**

**Practical Life and Sensorial Curriculum  
Montessori grades PreK - K  
Summer I 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates in the use of Practical Life and Sensorial materials. The course will focus on theoretical foundations of activities for young children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

Teaching methods planned: This course will include lecture, presentation and practice of Practical Life and Sensorial materials, observation of activities, arrangement of classroom materials and methods of assessment and planning.

**Prerequisite/Corequisite:**

Prerequisite – None  
Co-requisite - Philosophy and Classroom Leadership

**Textbook:**

- (Required) Montessori Album: Volkman, J. (2020). *Sensorial: A manual for early childhood (Ages 3-6+)*. Maitri Learning.
- (Required) Montessori Album: Volkman, J. (2020). *Practical Life: A manual for early childhood (Ages 3-6+)*. Maitri Learning.

These Manuals are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. Check [maitrilearning.com](http://maitrilearning.com) for purchasing these manuals. You will need the complete Early Childhood set of manuals for this course.

**Francis Marion University *Conceptual Framework***

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

- I. Competent teachers possess:
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills including:
    1. The ability to plan instruction
    2. The ability to apply skills and knowledge in a clinical setting
    3. The ability to cause learning in P -12 students
    4. The ability to assess learning and learners
    5. The ability to work with children of poverty
    6. The ability to use technology
  
- II. Caring teachers:
 

Exhibit Professional Dispositions

  - A. Exhibit professional attributes
  - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
  - C. Uphold Ethical and Professional Standards
  - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
  - E. Show respect for colleagues, P -12 students, faculty and staff

**Course Objectives** – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to present Practical Life and Sensorial Montessori Materials precisely according to written lesson plans.	1c, 2a, 3c
Adult Learners/Teacher Candidates will practice Practical Life and Sensorial lessons that have been demonstrated	2b
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of presentation of lessons.	2e, 2f, 2g
Adult Learners/Teacher Candidates will explain the theoretical basis for Practical Life and Sensorial activities.	2f
Adult Learners/Teacher Candidates will demonstrate the ability to arrange and present Practical Life and Sensorial activities to attract children ages 3 – 6 to choose and work with the materials.	2b, 2c

**Course Activities:**

- Summarize the theoretical framework of Practical Life Activities
- Summarize the theoretical framework of Sensorial Activities.
- Demonstrate randomly selected Practical Life and Sensorial Activities
- State the prerequisites, purposes and age of activity presentation to children.
- Complete a chart of the classroom layout of Practical Life Activities
- Complete a chart of the classroom layout of Sensorial Activities.

**Summaries of Practical Life and Sensorial Activities 10 points each**

After attending lectures explaining practical life and sensorial activities, Adult Learners/Teacher Candidates will write a summary of each curriculum area which include:

- Developmental purposes of lessons
- Steps of the lessons
- Scope and sequence of lessons

**Practice Logs of Practical Life and Sensorial Lessons 5 points each – 4 logs**

Adult Learners/Teacher Candidates will practice lessons that have been presented during practice sessions and keep a log of lessons presented which are also cosigned by 1 or more partners during practice sessions.

**Demonstrations of Practical Life and Sensorial Activities 5 points each**

Adult Learners/Teacher Candidates will demonstrate 4 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPS lesson study early childhood evaluation form.

**Lesson Study Form 5 points each**

Adult Learners/Teacher Candidates will complete a NCMPS lesson study form for each lesson presented.

**Shelf Arrangement Exams (Final Exam) 10 points each**

Adult Learners/Teacher Candidates will complete a chart of lesson arrangement for both Practical Life activities and Sensorial activities. These sequences must be presented from memory.

**KEY DUE DATES**

Week 1 – Practical life summary

Week 1 – Practical Life Demonstration Lesson with Lesson Study Sheets

Week 1 – Practice Log

Week 2 – Practice Log

Week 3– Sensorial Summary

Week 3– Sensorial Lesson Demonstration Lesson with Lesson Study Sheets

Week 3 – Practice Log

Week 4 – Practice Log

Week 4 – Shelf Arrangement Exams

### Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

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A	90% - 100%	90 - 100	Distinction
B+	85%- 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
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F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Practical Life Summary	10 points
Sensorial Summary	10 points
Practice Logs	4 x 5 points each = 20 points
Lesson Demonstrations	4 x 5 points each = 20 points
Lesson Summary	4 x 5 points each = 20 points
Practical Life Shelf Arrangement	10 points
Sensorial Shelf Arrangement	10 points

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- Make sure you keep up with your grades.

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internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student 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.

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### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

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

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**COURSE SCHEDULE – Summer 20XX (tentative)**

<b>WEEK</b>	<b>TOPICS and Assignments Due</b>
1.	Practical Life; Practice Log; Practical Life Summary, 1 demonstration lesson with Lesson study page attached and peer evaluation form.
2.	Practical Life; Practice Log; Demonstration Lesson with attached forms
3.	Sensorial; Practice Log; Demonstration Lesson with attached forms; Sensorial Summary
4.	Sensorial; Practice Log; Demonstration Lesson with attached forms; Final Exam – Shelf arrangements

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 536 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Mathematics & Geometry Part 1 for Grades 1-3 (lower elementary)

Semester hours 3 Clock hours: Lecture 45 Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 20

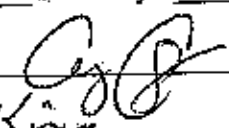
Indicate any course for which this course is a (an)

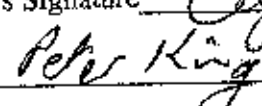
modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

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 Teena Kyer

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2023

Date of School/Department approval 5/22/22

Catalog description: This course will include lecture, presentation and practice of math and geometry materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning. The course will assist Adult Learners/Teacher Candidates with using Montessori designed mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

- Purpose: teach
1. For Whom (generally?) Adult Learners/Teacher Candidates who wish to teach in a Montessori school.
  2. What should the course do for the student? This course will include lecture, presentation and practice of math and geometry materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning.

Teaching method planned: This course will include lecture, presentation and practice of math materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning.

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

- Montessori Math Album
- Montessori Geometry Album

Course Content: The course will assist Adult Learners/Teacher Candidates with using Montessori designed mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

When completed, forward to the Office of the Provost.



**EDUC 536**  
**Mathematics Geometry I Curriculum**  
**Montessori grades 1-3**  
**Summer I 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates in the use of Montessori designed mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

**Teaching methods planned:** This course will include lecture, presentation and practice of math materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning.

**Rationale for Course Format:** This course combined Geometry and Math Montessori Education Training because the accreditation requires 30 clock hours of Geometry training. The first 15 hours of Geometry study will be combined with Language.

**Textbook:**

Mathematics album prepared for grades 1 – 3. These albums can be purchased from several companies specializing in Montessori curriculum and materials.

These albums are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. The student is responsible for the cost of the albums.

### Francis Marion University *Conceptual Framework*

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills including:
    1. The ability to plan instruction
    2. The ability to apply skills and knowledge in a clinical setting
    3. The ability to cause learning in P -12 students
    4. The ability to assess learning and learners
    5. The ability to work with children of poverty
    6. The ability to use technology
- II. Caring teachers:
 

Exhibit Professional Dispositions

  - A. Exhibit professional attributes
  - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
  - C. Uphold Ethical and Professional Standards
  - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
  - E. Show respect for colleagues, P -12 students, faculty and staff

**Course Objectives** – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to interact and present lessons to classmates with grace and courtesy.	3a, 3c, 2j, 2d
Adult Learners/Teacher Candidates will demonstrate the ability to present the lessons to the developmental learning ability of the child.	1a, 1b, 2f, 2i, 2j, 2e
Adult Learners/Teacher Candidates will demonstrate the ability to present Mathematic Montessori materials precisely according to written lesson plans.	1c, 2a, 2b, 2f,
Adult Learners/Teacher Candidates will practice Mathematic lessons that have been demonstrated.	2f, 3e
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of child for presentation of lessons.	1a, 1b, 2i, 2j
Adult Learners/Teacher Candidates will explain how the materials teach the process involved in a math algorithm.	1c, 2b, 3b,
Adult Learners/Teacher Candidates will demonstrate the ability to arrange and present mathematic lessons to aid the elementary student in learning the processes involved in solving algorithms.	1c, 2a, 2b, 2f,

**Course Activities:**

- Summarize the theoretical framework of mathematics (How the album is used, sequence of lessons)
- Demonstrate randomly selected mathematics and geometry lessons
- State the prerequisites, purposes, and age level for lesson presentation to children.
- Complete a chart of the classroom layout of mathematic lessons
- Complete a chart of the classroom layout of geometry lessons for part 1

**Summaries of Mathematic and Geometry Lessons 10 points each**

After attending lectures explaining and demonstrating mathematic or geometry lessons, Adult Learners/Teacher Candidates will write a summary of each curriculum area which include:

- Purposes of lessons
- Scope and sequence of lessons
- How three-period lesson applies to one chosen lesson

**Practice Logs of Mathematics Lessons 5 points each – 3 logs**

Adult Learners/Teacher Candidates will practice lessons that have been presented and keep a log of lessons practiced which are also cosigned by 1 or more partners during practice sessions.

**Demonstrations of Mathematic Lessons 10 points each**

Adult Learners/Teacher Candidates will demonstrate 3 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPs lesson study elementary evaluation form.

**Practice Logs of Geometry Lessons 5 points each – 1 log**

Adult Learners/Teacher Candidates will practice lessons that have been presented and keep a log of lessons practiced which are also cosigned by 1 or more partners during practice sessions.

**Demonstrations of Geometry Lessons 5 points each**

Adult Learners/Teacher Candidates will demonstrate 2 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPs lesson study elementary evaluation form.

**Lesson Study Form 5 points each**

Adult Learners/Teacher Candidates will complete a NCMPs lesson study form for each lesson presented. Lesson study forms include prerequisite lessons and lesson purposes and lesson presentation.

**Shelf Arrangement Exams (Final Exam) 10 points each**

Adult Learners/Teacher Candidates will complete a chart of shelf lesson arrangement for the mathematic materials.

### KEY DUE DATES

Week 1 – Mathematic Demonstration Lesson with Lesson Study Sheets  
 Week 1 – Practice Log  
 Week 2 – Mathematic Demonstration Lesson with Lesson Study Sheets  
 Week 2 – Practice Log  
 Week 3– Mathematic (9 hours) Geometry (3 hours) Demonstration Lessons with Lesson Study Sheets  
 Week 3 – Practice Log  
 Week 4 – Practice Log  
 Week 4 – Geometry Part 1 Demonstration Lessons with Lesson Study Sheets  
 Week 4 – Shelf Arrangement and Lesson Sequence for Presentations

### Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	90 - 100	Distinction
B+	85% - 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Practice Logs	4 x 5 points each = 20 points
Lesson Demonstrations	3 x 10 points and 2 X 5 points each = 40 points
Lesson Summary	5 x 5 points each = 25 points
Mathematic Materials Shelf Arrangement	5 points
Sequence of Lessons Guide	10 points



### Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.
  - It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

### Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using Microsoft Word.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.
- Make sure you keep up with your grades.

### Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

### ACADEMIC INFORMATION

#### Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

#### E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

### **News and Announcements**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

### **COURSE SCHEDULE – Summer II 20XX (tentative)**

#### **WEEK**

#### **TOPICS and Assignments Due**

1. Numeration; Operations with Golden Beads, Boards, Stamp Game; demonstrations and peer evaluations; practice logs
2. Decanomial Layout; Higher Level Operations; Abstraction; demonstrations and peer evaluations; practice logs
3. Fractions; Decimals; Word Problems; and Presentations; demonstrations and peer evaluations; practice logs; Introduction to geometry materials
4. Geometric Shape materials; Area and Perimeter materials; Presentations; demonstrations and peer evaluations; practice logs

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 537 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title: Montessori Elementary Language & Geometry Part II

Semester hours 3 Clock hours: 45 Lecture ☒ Laboratory \_\_\_\_\_

Prerequisites Geometry Part I

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 Courtney Clayton

Department Chairperson's/Dean's Signature [Signature]

Provost's Signature [Signature]

Date of Implementation FALL 2023

Date of School/Department approval 8/22/22

Catalog description: This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach reading, grammar, comprehension, and geometry to elementary children (grades 1-3) using Montessori methods and materials. The Language course gives the sequence, materials and process used in teaching reading to the elementary child. The course also teaches grammar through identification of parts of speech in isolation and sentence analysis. The second part of the Language course is teaching reading comprehension and writing.

The second part of the course will be the continuation of Geometry Part I. This takes the Adult Learners/Teacher Candidates further in the study of geometry and how it is taught to children using Montessori methods and materials. The hands-on materials will be presented and the purposes given for each apparatus and help the Adult Learners/Teacher Candidates learn to move the child from the process to the product and develop the algorithm for problems.

- Purpose:
1. For Whom (generally?) Adult Learners/Teacher Candidates interested in teaching in a Montessori school.
  2. What should the course do for the student? To give the Adult Learners/Teacher Candidates the knowledge and skills to teach reading, grammar, comprehension, and geometry to elementary children (grades 1-3) using Montessori methods and materials.

Teaching method planned: Lecture and material presentations

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

- Montessori Albums

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.)

The Language course gives the sequence, materials and process used in teaching reading to the elementary child. The course also teaches grammar through identification of parts of speech in isolation and sentence analysis. The second part of the Language course is teaching reading comprehension and writing.

The second part of the course will be the continuation of Geometry Part I. This takes the Adult Learners/Teacher Candidates further in the study of geometry and how it is taught to children using Montessori methods and materials. The hands-on materials will be presented and the purposes given for each apparatus and help the Adult Learners/Teacher Candidates learn to move the child from the process to the product and develop the algorithm for problems.

Please see attached syllabus.

When completed, forward to the Office of the Provost.



**EDUC 537**  
**Language and Geometry II Curriculum**  
**Montessori grades 1-3**  
**Summer II 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates in the use of Montessori designed language and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

**Teaching methods planned:** This course will include lecture, presentation and practice of materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning.

**Rationale for Course Format:** This course combined Language and Geometry Montessori Education Training because the accreditation requires 30 clock hours of Language training and 30 hours of Geometry training. The first 15 hours of Geometry study will be combined with Mathematics.

**Textbook:**

Language and Geometry albums prepared for grades 1 – 3. These albums can be purchased from several companies specializing in Montessori curriculum and materials.

These albums are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. The student is responsible for the cost of the albums.

**Prerequisites:**

Geometry Part 1

**Francis Marion University Conceptual Framework****The School of Education prepares competent and caring teachers.**

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

**Course Objectives – Upon completion of this course:**

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to interact and present lessons to classmates with grace and courtesy.	3a, 3e, 2j, 2d
Adult Learners/Teacher Candidates will demonstrate the ability to present the lessons to the developmental learning ability of the child.	1a, 1b, 2f, 2i, 2j, 2e
Adult Learners/Teacher Candidates will demonstrate the ability to present Montessori materials precisely according to written lesson plans.	1c, 2a, 2b, 2f,
Adult Learners/Teacher Candidates will practice lessons that have been demonstrated.	2f, 3e
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of child for presentation of lessons.	1a, 1b, 2i, 2j
Adult Learners/Teacher Candidates will explain the process in teaching reading, grammar, reading	1c, 2b, 3b,

comprehension, and geometry.	
Adult Learners/Teacher Candidates will demonstrate the ability to arrange and present lessons to aid the elementary student in learning the processes involved in reading, grammar, reading comprehension and geometry.	1c, 2a, 2b, 2f,

#### **Course Activities:**

- Summarize the process for teaching reading and the sequence of lessons
- Demonstrate randomly selected language and geometry lessons
- State the prerequisites, purposes and age of lesson presentation to children.
- Complete a chart of the classroom layout of reading and geometry lessons

#### **Summaries of Language Lessons 5 points each**

After attending lectures explaining and demonstrating language and geometry lessons, Adult Learners/Teacher Candidates will write a summary of each curriculum area which includes:

- Purposes of lessons
- Scope and sequence of lessons

#### **Practice Logs of Language Lessons 5 points each – 3 logs**

Adult Learners/Teacher Candidates will practice lessons that have been presented and keep a log of lessons practiced which are also cosigned by 1 or more partners during practice sessions.

#### **Demonstrations of Language Lessons 10 points each**

Adult Learners/Teacher Candidates will demonstrate 3 language lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPS lesson study elementary evaluation form.

#### **Practice Logs of Geometry Lessons 5 points each 1 log**

Adult Learners/Teacher Candidates will practice lessons that have been presented and keep a log of lessons practiced which are also cosigned by 1 or more partners during practice sessions.

#### **Demonstrations of Language Lessons 5 points each**

Adult Learners/Teacher Candidates will demonstrate 2 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPS lesson study elementary evaluation form.

#### **Lesson Study Form 5 points each**

Adult Learners/Teacher Candidates will complete a NCMPS lesson study form for each lesson presented by classmates. Lesson study forms include prerequisite lessons and lesson purposes and lesson presentation.

#### **Shelf Arrangement Exams (Final Exam) 10 points each**

Adult Learners/Teacher Candidates will complete a chart of shelf lesson arrangement for the language and geometry materials.

### KEY DUE DATES

- Week 1 – Reading and Grammar Demonstration Lesson with Lesson Study Sheets (12 hours)  
 Week 1 – Practice Log  
 Week 2 – Sentence Analysis Demonstration Lesson with Lesson Study Sheets (12 hours)  
 Week 2 – Practice Log  
 Week 3 – Reading Comprehension Demonstration (6 hours)  
 Week 3– Geometry Demonstration Lessons with Lesson Study Sheets (6 hours)  
 Week 3 – Practice Log  
 Week 4 – Geometry Part II Demonstration Lessons with Lesson Study Sheets (9 hours)  
 Week 4 – Practice Log  
 Week 4 – Question/Answer Session/Lesson Extension Ideas (3 hours)

### Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	90 - 100	Distinction
B+	85% - 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Practice Logs	4 x 5 points each = 20 points
Lesson Demonstrations	3 x 10 points and 2 X 5 each = 40 points
Lesson Summary	4 x 5 points each = 20 points
Language and Geometry Materials Shelf Arrangement	10 points
Sequence of Lessons Guide	10 points



### Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - o You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - o You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.
  - o It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

### Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using Microsoft Word.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.
- Make sure you keep up with your grades.

### Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

### ACADEMIC INFORMATION

#### Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

#### E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

### **News and Announcements**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

### **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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

## **COURSE SCHEDULE – Spring 20XX (tentative)**

### **WEEK**

### **TOPICS and Assignments Due**

1. Teaching reading and grammar; demonstrations and peer evaluations; practice logs
2. Grammar; Sentence Analysis; demonstrations and peer evaluations; practice logs
3. Word Study and Comprehension; Study of Polygons; demonstrations and peer evaluations; practice logs
4. Constructive Triangle study of equivalency, similarity, and congruency; demonstrations and peer evaluations; practice logs

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 538 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Elementary Cultural, Science and Fine Arts

Semester hours 3 Clock hours: 45 Lecture ☒ 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 Terna Kyer

Department Chairperson's/Dean's Signature [Signature]

Provost's Signature [Signature]

Date of Implementation FALL 2023

Date of School/Department approval 8/23/22

Catalog description: his course will provide the Adult Learners/Teacher Candidates with the knowledge, curriculum guidelines, and methods to teach these subjects in a Montessori lower elementary (grades 1-3) school.

The Cultural course is designed around the five cultural themes in Montessori philosophy. The themes are referred to as the Great Lessons. These lessons are an introduction to history, geography, cultural awareness, and science. The lessons are further enhanced with up-to-date knowledge of the aforementioned. Design of the lessons encourages further research on the part of the Adult Learners/Teacher Candidates and the children.

The Science course uses Montessori method to teach all the science themes while incorporating them with the cultural lessons as opposed to teaching in isolation. The science meets and surpasses the state required standards and encourages exploration on the part of the student. Fine Arts further enhances the cultural aspect of the cultural studies with materials and lessons to learn how arts are a fundamental need of man. The lessons celebrate art and artists around the world through time.

- Purpose:
1. For Whom (generally?) Adult Learners/Teacher Candidates who wish to teach in a Montessori school.
  2. What should the course do for the student? The course will provide the Adult Learners/Teacher Candidates with the knowledge, curriculum guidelines, and methods to teach these subjects in a Montessori lower elementary (grades 1-3) school.

Teaching method planned: Lecture

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

- Montessori Albums

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.)

The Cultural course is designed around the five cultural themes in Montessori philosophy. The themes are referred to as the Great Lessons. These lessons are an introduction to history, geography, cultural awareness, and science. The lessons are further enhanced with up-to-date knowledge of the aforementioned. Design of the lessons encourages further research on the part of the Adult Learners/Teacher Candidates and the children.

The Science course uses Montessori method to teach all the science themes while incorporating them with the cultural lessons as opposed to teaching in isolation. The science meets and surpasses the state required standards and encourages exploration on the part of the student.

Fine Arts further enhances the cultural aspect of the cultural studies with materials and lessons to learn how arts are a fundamental need of man. The lessons celebrate art and artists around the world through time.

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



**EDUC 538**

**Cultural/Science/Fine Arts Curriculum  
Montessori grades 1-3  
Summer II 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates in the use of Montessori designed cultural (history, geography), science, and fine arts materials. The course will focus on Montessori Great Lessons, timelines, charts, and experiments for elementary children, presentation of materials, sequence of activities, use of nonfiction reading within subject areas and design and implementation of research.

**Teaching methods planned:** This course will include lecture, presentation and practice of materials, observation of presentations, arrangement of classroom materials and preparation of one material for use in a classroom.

**Textbook:**

Cultural and Science albums prepared for grades 1 – 3. These albums can be purchased from several companies specializing in Montessori curriculum and materials. These albums are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. The student is responsible for the cost of the albums.

***Francis Marion University Conceptual Framework***

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

- I. Competent teachers possess:
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills including:
    - 1. The ability to plan instruction
    - 2. The ability to apply skills and knowledge in a clinical setting
    - 3. The ability to cause learning in P -12 students
    - 4. The ability to assess learning and learners

5. The ability to work with children of poverty
6. The ability to use technology

II. Caring teachers:

Exhibit Professional Dispositions

- A. Exhibit professional attributes
- B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
- C. Uphold Ethical and Professional Standards
- D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
- E. Show respect for colleagues, P-12 students, faculty and staff

**Course Objectives** – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to interact and present lessons to classmates with <u>grace and courtesy</u> .	3a, 3e, 2j, 2d
Adult Learners/Teacher Candidates will demonstrate the ability to present the lessons to the developmental learning ability of the child.	1a, 1b, 2f, 2i, 2j, 2e
Adult Learners/Teacher Candidates will demonstrate the ability to present Cultural, Geography, and Fine Arts Montessori materials precisely according to written lesson plans.	1c, 2a, 2b, 2f,
Adult Learners/Teacher Candidates will practice lessons that have been demonstrated and prepare one cultural lesson for classroom use.	2f, 3e
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of child for presentation of lessons.	1a, 1b, 2i, 2j
Adult Learners/Teacher Candidates will explain how the materials guide the students through the Great Lessons to learn cultures and geography around the world, fundamental needs of man, and areas of science as a springboard from the lessons. Students will explain how the materials can be used to design a research topic in the various areas and use reading skills within the context of the subject matter being studied.	1c, 2b, 3b,
Adult Learners/Teacher Candidates will research, design, and present a cultural lesson that could become part of a classroom for use with the students.	1c, 2a, 2b, 2f,

**Course Activities:**

- Summarize the theoretical framework of the cultural lessons. (How the album is used, sequence and purpose of each Great Lesson.)
- Prepare a cultural lesson involving research on the part of the Adult Learners/Teacher Candidates and material designed for the classroom use by the elementary student.
- Complete a chart of which cultural and science lessons could be on the shelf for a particular cultural lesson study.

**Summaries of Cultural and Science Lessons 20 points each**

After attending lectures explaining and demonstrating lessons, Adult Learners/Teacher Candidates will write a summary of each curriculum area which include:

- Purposes of lessons
- Scope and sequence of lessons
- How the topics are intertwined

**Preparation and Presentation of a lesson – 50 points**

- Topic includes a cultural aspect – 10 points
  - Topic includes a science aspect – 10 points
  - Topic includes a geography aspect – 10 points
  - Topic includes a research component that was completed by the Adult Learners/Teacher Candidates - 10 points
  - Lesson is presented to classmates before the end of the class – 10 points
- (NOTE- research by the Adult Learners/Teacher Candidates does not include locating a premade material on a website or locating worksheets to include – the research is for the Adult Learners/Teacher Candidates to learn about the topic)

**Shelf Arrangement Exams (Final Exam) 10 points each**

- Provide an example of what materials would be on the shelf for cultural, science, and fine arts to compliment one of the Great Lessons

**KEY DUE DATES**

- Week 1 – Demonstration of Cultural Lessons (12 hours)
- Week 2 – Complete demonstration of Cultural Lessons (8 hours)
- Week 2 – Demonstration of Science Lessons (4 hours)
- Week 3– Continue Demonstration of Science Lessons (12 hours)
- Week 4 – Continue Demonstration of Science Lessons (4 hours)
- Week 4 – Fine Arts lessons (5 hours)

**Course Evaluation**

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	90 - 100	Distinction
B+	85% - 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Summary of Cultural lessons	20 points
Summary of Science lessons	20 points
Preparation and Presentation of a Lesson	50 points
Shelf Arrangement for Lesson	10 points

#### Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - o You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - o You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.
  - o It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.



### **Submitting Assignments, Projects, Papers**

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English.**
- Make sure you keep up with your grades.

### **Incompletes and Withdrawals:**

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

## **ACADEMIC INFORMATION**

### **Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

### **E-mail**

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

### **News and Announcements**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

**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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

**COURSE SCHEDULE – Summer II 20XX (tentative)**

<b>WEEK</b>	<b>TOPICS and Assignments Due</b>
1.	The Five Great Lessons with timelines and extensions; Fundamental Needs
2.	Geography Lessons with materials and science experiments (weather/Earth/atmosphere layers)
3.	Science Lessons with experiments (botany, zoology, physical science)
4.	Science Lessons with experiments (chemistry) and use of Fine Arts to compliment Great Lessons

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 540 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Mathematics and Science Curriculum PreK/K

Semester hours 3 Clock hours: 45 Lecture ☒ Laboratory \_\_\_\_\_

Prerequisites none

Enrollment expectation 20

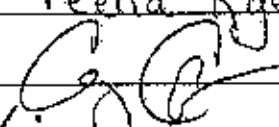
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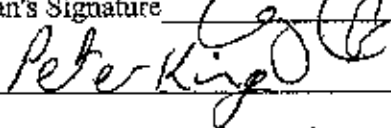
modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

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 Teena Kyer

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation FALL 2023

Date of School/Department approval 8/22/22

Catalog description: This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Mathematics Curriculum provides Adult Learners/Teacher Candidates of young children with activities based upon Montessori's mathematics materials. Activities include: introduction to numbers 1 – 10; introduction to base 10 place value and the basic operations; introduction to numbers 11 – 99 in both concrete and abstract forms; introduction to memorization of math facts and fractions. The science curriculum introduces Adult

Learners/Teacher Candidates to activities for the discovery of vertebrate animals, plants, earth science (weather, rocks, biomes) and physical science.

**Purpose:** 1. For Whom (generally?) Adult Learners/Teacher Candidates interested in teaching in a Montessori school.  
2. What should the course do for the student? To give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials.

**Teaching method planned:** Lecture and material presentations

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

(Required) Volkman, J. (2021). *Mathematics: A manual for early childhood (Ages 3 – 6+)*. Maitri Learning, LLC.

(Required) Volkman, J. (2021). *Cultural subjects: A manual for early childhood (Ages 3 – 6+)*. Maitri Learning, LLC.

**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.)

The Mathematics Curriculum provides Adult Learners/Teacher Candidates of young children with activities based upon Montessori's mathematics materials. Activities include: introduction to numbers 1 – 10; introduction to base 10 place value and the basic operations; introduction to numbers 11 – 99 in both concrete and abstract forms; introduction to memorization of math facts and fractions. The science curriculum introduces Adult Learners/Teacher Candidates to activities for the discovery of vertebrate animals, plants, earth science (weather, rocks, biomes) and physical science.

**Please see attached syllabus.**

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



**EDUC 540**  
**Mathematics and Science Curriculum**  
**Montessori grades PreK - K**  
**Summer I 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist candidates/adult learners to use Mathematics and Science materials. The course will focus on theoretical foundations of activities for young children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

Teaching methods planned: This course will include lecture, presentation and practice of Mathematics and Science materials, observation of activities, arrangement of classroom materials and methods of assessment and planning.

**Prerequisite/Corequisite:**

Prerequisite – None

Co-requisite - Language and Social Studies

**Textbook:**

- (Required) Volkman, J. (2021). *Mathematics: A manual for early childhood* (Ages 3 – 6+). Maitri Learning, LLC.
- (Required) Volkman, J. (2021). *Cultural subjects: A manual for early childhood* (Ages 3 – 6+). Maitri Learning, LLC.

These albums are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. Check [maitrilearning.com](http://maitrilearning.com) for purchasing these albums. You will need the complete Early Childhood set of albums for this course.

### Francis Marion University *Conceptual Framework*

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills including:
    1. The ability to plan instruction
    2. The ability to apply skills and knowledge in a clinical setting
    3. The ability to cause learning in P -12 students
    4. The ability to assess learning and learners
    5. The ability to work with children of poverty
    6. The ability to use technology
- II. Caring teachers:
 

Exhibit Professional Dispositions

  - A. Exhibit professional attributes
  - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
  - C. Uphold Ethical and Professional Standards
  - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
  - E. Show respect for colleagues, P -12 students, faculty and staff

*Course Objectives* – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to present Mathematics and Science Montessori Materials precisely according to written lesson plans.	1c, 2a, 3c
Adult Learners/Teacher Candidates will practice Mathematics and Science lessons that have been demonstrated	2b
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of presentation of lessons.	2e, 2f, 2g
Adult Learners/Teacher Candidates will explain the theoretical basis for Mathematics and Science activities.	2f
Adult Learners/Teacher Candidates will demonstrate the ability to arrange and present Mathematics and Science activities to attract children ages 3 – 6 to choose and work with the materials.	2b, 2c

**Course Activities:**

- Summaries the theoretical framework of Mathematics Activities
- Summarize the theoretical framework of Science Activities.
- Demonstrate randomly selected Mathematics and Science Activities
- State the prerequisites, purposes and age of activity presentation to children.
- Complete a chart of the classroom layout of Mathematics Activities
- Complete a chart of the classroom layout of Science Activities.

**Summaries of Mathematics and Science Activities 10 points each**

After attending lectures explaining Mathematics and Science activities, Adult Learners/Teacher Candidates will write a summary of each curriculum area which include:

- Developmental purposes of lessons
- Steps of the lessons
- Scope and sequence of lessons

**Practice Logs of Mathematics and Science Lessons 5 points each – 4 logs**

Adult Learners/Teacher Candidates will practice lessons that have been presented during practice sessions and keep a log of lessons presented which are also cosigned by 1 or more partners during practice sessions.

**Demonstrations of Mathematics and Science Activities 5 points each**

Adult Learners/Teacher Candidates will demonstrate 4 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPs lesson study early childhood evaluation form.

**Lesson Study Form 5 points each**

Adult Learners/Teacher Candidates will complete a NCMPs lesson study form for each lesson presented.

**Shelf Arrangement Exams (Final Exam) 10 points each**

Adult Learners/Teacher Candidates will complete a chart of lesson arrangement for both Mathematics activities and Science activities. These sequences must be presented from memory.

**KEY DUE DATES**

Week 1 – Mathematics summary

Week 1 – Mathematics Demonstration Lesson with Lesson Study Sheets

Week 1 – Practice Log

Week 2 – Practice Log

Week 3– Science Summary

Week 3– Science Lesson Demonstration Lesson with Lesson Study Sheets

Week 3 – Practice Log

Week 4 – Practice Log

Week 4 – Shelf Arrangement Exams

### Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

<b>Grade</b>	<b>Percentage Range</b>	<b>Points</b>	<b>Descriptor</b>
A	90% - 100%	90 - 100	Distinction
B+	85%- 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<b>COMPONENT</b>	<b>POINTS</b>
Attendance	90% attendance must be met per MACTE – 41 hours
Mathematics Summary	10 points
Science Summary	10 points
Practice Logs	4 x 5 points each = 20 points
Lesson Demonstrations	4 x 5 points each = 20 points
Lesson Summary	4 x 5 points each = 20 points
Mathematics Shelf Arrangement	10 points
Science Shelf Arrangement	10 points

### Course Policies

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - o You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - o You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.



- o It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc. you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

#### **Submitting Assignments, Projects, Papers**

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.
- Make sure you keep up with your grades.

#### **Incompletes and Withdrawals:**

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

### **ACADEMIC INFORMATION**

#### **Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as an FMU teacher candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

#### **E-mail**

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner."

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

#### **News and Announcements:**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Social Networking Policy**

Candidates/Adult Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student 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.

### **Learner Responsibilities**

Candidates/Adult Learners are 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.

### **Guidelines for Faculty Appointments**

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

### **Academic Dishonesty**

See Honor Code found in the *University Learner Hand Book: 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.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

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

If a Candidate/Adult 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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

**COURSE SCHEDULE – Spring 20XX (tentative)**

<b>WEEK</b>	<b>TOPICS and Assignments Due</b>
1.	Mathematics; Practice Log; Mathematics Summary, 1 demonstration lesson with Lesson study page attached and peer evaluation form.
2.	Mathematics; Practice Log; Demonstration Lesson with attached forms
3.	Science; Practice Log; Demonstration Lesson with attached forms; Science Summary
4.	Science; Practice Log; Demonstration Lesson with attached forms; Final Exam – Shelf arrangements

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC 541 Date 5/2/22

Course No. or Level \_\_\_\_\_ Title Montessori Language, Social Studies and Parenting

Semester hours 3 Clock hours: 45 Lecture ☒ 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 Teena Kifer

Department Chairperson's/Dean's Signature [Signature]

Provost's Signature Pete King

Date of Implementation Fall 2023

Date of School/Department approval 8/22/22

Catalog description: The language curriculum introduces Adult Learners/Teacher Candidates to activities for children to explore and learn basic speaking, reading and writing. Oral language activities, phonics activities, beginning writing, beginning handwriting and early reading are covered in detail using Montessori-based manipulatives. The social studies curriculum introduces Adult Learners/Teacher Candidates to geography activities, concepts of time and diversity of the world around us. The parenting activities are introduced to help Adult Learners/Teacher Candidates guide parents of young children as they prepare their children for school and academic learning

**Purpose:** 1. For Whom (generally?) Adult Learners/Teacher Candidates interested in teaching in a Montessori school.  
 2. What should the course do for the student? To give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials.

**Teaching method planned:** Lecture and material presentations

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

(Required) Volkman, J. (2021). *Language. A Manual for Early Childhood (Ages 3 – 6+)*  
 Maitri Learning, LLC.

(Required) Volkman, J. (2021). *Cultural. A Manual for Early Childhood (Ages 3 – 6+)*  
 Maitri Learning, LLC.

(Required) Heckmann, H. 2019. *The Five Golden Keys. Self-published by author.*

**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.)

The language curriculum introduces Adult Learners/Teacher Candidates to activities for children to explore and learn basic speaking, reading and writing. Oral language activities, phonics activities, beginning writing, beginning handwriting and early reading are covered in detail using Montessori-based manipulatives. The social studies curriculum introduces Adult Learners/Teacher Candidates to geography activities, concepts of time and diversity of the world around us. The parenting activities are introduced to help Adult Learners/Teacher Candidates guide parents of young children as they prepare their children for school and academic learning.

**Please see attached syllabus.**

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



**EDUC 541**  
**Language and Social studies Curriculum**  
**Parenting**  
**Montessori grades PreK - K**  
**Summer I 20XX**

**Instructor:** TBA  
**Office:** TBA  
**Phone/Voicemail:** TBA  
**Office Hours:** By appointment  
**E-mail:** TBA

**Meeting times and meeting Location:** TBA

**Course Description**

The course will assist Adult Learners/Teacher Candidates to use Language and Social Studies materials. The course will focus on theoretical foundations of activities for young children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity. Adult Learners/Teacher Candidates will learn the foundations of parenting for young children and write information brochures and newsletters for parents.

Teaching methods planned: This course will include lecture, presentation and practice of Language and Social studies materials, observation of activities, arrangement of classroom materials and methods of assessment and planning. This course will also include materials for parents of Montessori students.

**Prerequisite/Corequisite:**

Prerequisite – None  
 Co-requisite - Mathematics and Science Curriculum

**Textbook:**

- (Required) Volkman, J. (2021). *Language: A manual for early childhood (Ages 3 – 6+)*. Maitri Learning, LLC.
- (Required) Volkman, J. (2021). *Cultural: A manual for early childhood (Ages 3 – 6+)*. Maitri Learning, LLC.

- (Required) Heckmann, H. 2019. *The Five Golden Keys*. Self-published by author.

These albums are available in print or electronic form. They must be presented in class daily for lesson study. Either form is acceptable. Check [maitrilearning.com](http://maitrilearning.com) for purchasing these albums. You will need the complete Early Childhood set of albums for this course.

### **Francis Marion University Conceptual Framework**

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

- I. Competent teachers possess:
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills including:
    1. The ability to plan instruction
    2. The ability to apply skills and knowledge in a clinical setting
    3. The ability to cause learning in P -12 students
    4. The ability to assess learning and learners
    5. The ability to work with children of poverty
    6. The ability to use technology
- II. Caring teachers:
 

Exhibit Professional Dispositions

  - A. Exhibit professional attributes
  - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
  - C. Uphold Ethical and Professional Standards
  - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
  - E. Show respect for colleagues, P -12 students, faculty and staff

**Course Objectives** – Upon completion of this course:

Objective	MACTE Competencies
Adult Learners/Teacher Candidates will demonstrate the ability to present Language and Social studies Montessori Materials precisely according to written lesson plans.	1c, 2a, 3c
Adult Learners/Teacher Candidates will practice Language and Social studies lessons that have been demonstrated	2b
Adult Learners/Teacher Candidates will identify the purposes, prerequisites, and age of presentation of	2e, 2f, 2g

lessons.	
Adult Learners/Teacher Candidates will explain the theoretical basis for Language and Social studies activities.	2f
Adult Learners/Teacher Candidates will demonstrate the ability to arrange and present Language and Social studies activities to attract children ages 3 – 6 to choose and work with the materials.	2b, 2c
Adult Learners/Teacher Candidates will create materials to educate parents about the core principles of school readiness.	3d

#### **Course Activities:**

- Summarize the theoretical framework of Language Activities
- Summarize the theoretical framework of Social studies Activities.
- Demonstrate randomly selected Language and Social studies Activities
- State the prerequisites, purposes and age of activity presentation to children.
- Complete a chart of the classroom layout of Language Activities
- Complete a chart of the classroom layout of Social studies Activities.
- Create 5 parent education materials about school readiness

#### **Summaries of Language and Social studies Activities 10 points each**

After attending lectures explaining Language and social studies activities, Adult Learners/Teacher Candidates will write a summary of each curriculum area which include:

- Developmental purposes of lessons
- Steps of the lessons
- Scope and sequence of lessons

#### **Practice Logs of Language and Social studies Lessons 5 points each – 4 logs**

Adult Learners/Teacher Candidates will practice lessons that have been presented during practice sessions and keep a log of lessons presented which are also cosigned by 1 or more partners during practice sessions.

#### **Demonstrations of Language and Social studies Activities 5 points each**

Adult Learners/Teacher Candidates will demonstrate 4 lessons chosen randomly from a group of lessons. Lessons will be presented to a small group of classmates. Classmates will provide a written evaluation of lessons using the NCMPS lesson study early childhood evaluation form.

#### **Lesson Study Form 5 points each**

Adult Learners/Teacher Candidates will complete a NCMPS lesson study form for each lesson presented.

#### **Shelf Arrangement Exams (Final Exam) 10 points each**

Adult Learners/Teacher Candidates will complete a chart of lesson arrangement for both Language activities and Social studies activities. These sequences must be presented from memory.



**Parent Education Materials. 5 points**

Adult Learners/Teacher Candidates will create 5 parent education materials concerning school readiness based upon the ideas of Helle Heckmann.

**KEY DUE DATES**

Week 1 – Language summary

Week 1 – Language Demonstration Lesson with Lesson Study Sheets

Week 1 – Practice Log

Week 2 – Practice Log

Week 3– Social studies Summary

Week 3– Social studies Lesson Demonstration Lesson with Lesson Study Sheets

Week 3 – Practice Log

Week 4 – Practice Log

Week 4 – Parent Education Materials

Week 4 – Shelf Arrangement Exams

**Course Evaluation**

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	90 - 100	Distinction
B+	85% - 89%	85 - 90	
B	80% - 84%	80 - 84	Above Average
C+	75% - 79%	75 - 79	
C	70% - 74%	70 - 74	Average
D+	66-69%	66-69	
D	60-65%	60-65	Below Average
F	Below 60 %	Below 60	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Attendance	90% attendance must be met per MACTE – 41 hours
Language Summary	10 points
Social studies Summary	10 points

Practice Logs	4 x 5 points each = 20 points
Lesson Demonstrations	3 x 5 points each = 15 points
Lesson Summary	4 x 5 points each = 20 points
Language Shelf Arrangement	10 points
Social studies Shelf Arrangement	10 points
Parent Education Materials	5 points

### **Course Policies**

- All assignments must be turned in by the specified dates on the syllabus. I do not accept late assignments.
- This course material is online. You need to be aware of the following:
  - o You are responsible for ensuring that you have the appropriate technology to participate. No special accommodations will be made due to lack of sufficient technology.
  - o You are responsible for ALL material covered/discussed in each folder as well as any all class meetings.
  - o It is your responsibility to keep up with and adhere to all deadlines. NO extensions will be granted.
- Should you have any questions related to any assignment/project/paper etc, you should ask them well in advance so that you can complete them on time. Questions related to the assignments should be discussed in class. Personal questions should be emailed.
- You are required to check your FMU email and the "Announcements" section in Blackboard every week for any new or updated information related to the course.

### **Submitting Assignments, Projects, Papers**

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**.
- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, all written work will be graded for correct use of Standard Written English.
- Make sure you keep up with your grades.

### **Incompletes and Withdrawals:**

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

## **ACADEMIC INFORMATION**

### **Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as an FMU teacher candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

### **E-mail**

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email 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 email will be returned with a note that states "please address this email in a professional manner."

Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

### **News and Announcements:**

Each week it is recommended that you check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major.

### **Social Networking Policy**

Candidates/Adult Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and/or pictures about the FMU education program, faculty, other learners, clinical experiences, and student 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.

### **Learner Responsibilities**

Candidates/Adult Learners are 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.

### **Guidelines for Faculty Appointments**

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

### **Academic Dishonesty**

See Honor Code found in the *University Learner Hand Book: 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.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version

of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

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

If a Candidate/Adult 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.

**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 in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

**COURSE SCHEDULE – Spring 20XX (tentative)**

**WEEK**

**TOPICS and Assignments Due**

1. Language; Practice Log; Language Summary, 1 demonstration lesson with Lesson study page attached and peer evaluation form.
2. Language; Practice Log; Demonstration Lesson with attached forms
3. Social studies; Practice Log; Demonstration Lesson with attached forms; Social studies Summary
4. Social studies; Practice Log; Parent Education Materials; Final Exam – Shelf arrangements

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC Date 08/08/22

Course No. or Level 690 Title Differentiated Instruction for a Learner-Friendly Environment

Semester hours 3 Clock hours: Lecture ☒ Laboratory ☐

Prerequisites None (prerequisites); None  
(corequisite)

Enrollment expectation 40


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 M. Fries

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2023

Date of School/Department approval 8/12/22

Catalog description: This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for all students with different learning needs and abilities. The course will provide the students opportunities to: plan and implement lessons and an array of learning activities, integrating technology, to address PK-12 students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning; apply culturally sensitive instruction to address the needs of PK-12 students from diverse socio-economic, cultural, linguistic

backgrounds, and abilities; select appropriate, evidence based instructional strategies for addressing individual PK-12 student needs in meeting curriculum objectives; and apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.

Purpose: 1. **For Whom (generally?)** This course is for students in one of our graduate programs, including Master of Arts in Teaching with Major in Learning Disabilities (MAT – LD), MED (Teaching and Learning), and MAT (Montessori) who could benefit from learning strategies to increase PK-12 students' success in the classroom with instruction that meets diverse and individual needs.

2. **What should the course do for the student?** The course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for all students with different learning needs and abilities. The course will provide the students opportunities to: plan and implement lessons and an array of learning activities, integrating technology, to address PK-12 students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning; apply culturally sensitive instruction to address the needs of PK-12 students from diverse socio-economic, cultural, linguistic backgrounds, and abilities; select appropriate, evidence based instructional strategies for addressing individual PK-12 student needs in meeting curriculum objectives; and apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.

Teaching method planned: As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, quizzes, reflections, simulations and online modules, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines.

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

**Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids**, 1/e Tomlinson, McTighe & ASCD  
©2014 | Pearson | Paper; 208 pp (need review copy to determine suitability)

**Assessment and Student Success in a Differentiated Classroom**  
Tomlinson, C. A. & Moon, T. R. (2014)

Will also include modules from the IRIS center: <https://iris.peabody.vanderbilt.edu>

**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.)

**Detailed course syllabus is attached.**

**RATIONALE:**

This course will provide teacher candidates with skills to increase PK-12 students' success in the classroom with instruction that meets diverse and individual needs. With the wide array of PK-12 learners nowadays, there is no "typical" learner anymore and this class will provide necessary strategies and supports to ensure all learners have the same opportunities to learn and grow.

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



**EDUC 690:**  
**Differentiated Instruction for a Learner-Friendly Environment**  
**Fall XXXX**

**Instructor:**

**Office:**

**Phone/Voicemail:**

**Office Hours:**

**E-mail:**

**Meeting times and meeting Location:** Online and asynchronous; work at your preferred pace but make sure to adhere to posted deadlines

**Catalog Description (3 Credit Hours):** This course provides teacher candidates with skills to increase students' success in the classroom with instruction that meets diverse and individual needs.

**Prerequisites:** None

**Co-requisites:** None

**Purposes or Objectives of the Course:**

Teacher candidates will:

1. Plan and implement lessons and an array of learning activities, integrating technology, to address students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning.
2. Apply culturally sensitive instruction to address the needs of students from diverse socio-economic, cultural, linguistic backgrounds, and abilities.
3. Select appropriate, evidence based instructional strategies for addressing individual student needs in meeting curriculum objectives.
4. Apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.
5. Demonstrate a thorough understanding of multiple approaches and ways that students can be grouped for instruction in order to meet a variety of learning goals.
6. Use the analysis of data from pre- and post-assessments to plan instruction for



various groupings.

7. Use observation and assessments of student learning and teaching practices to refine instructional processes in order to promote the growth and learning of individual students.
8. Apply school-based intervention systems, such as "Response to Intervention", that are designed to address the individual needs of students to identify and provide instructional support.
9. Apply evidence-based second language acquisition strategies with English Language Learners.
10. Use co-teaching strategies in planning and implementing differentiated lessons.

**Teaching method planned:** As this graduate course is designed for working professionals (most course members will be currently working in a K-12 setting in some capacity), the course format will be online and asynchronous. This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, quizzes, reflections, simulations and online modules, and both individual and small group projects. Students can work at their preferred pace while adhering to posted deadlines.

**Student Learning Outcomes (Minimum of 3):**

Plan differentiated lessons	Measurement: DI Unit plan rubric Reflective journaling IRIS modules
Apply the concept of differentiated instruction including content, process, and product	Measurement: DI Unit plan rubric IRIS modules Quizzes
Apply school-based intervention systems, such as "Response to Intervention"	Measurement: Tier 1 Progress Monitoring assignment IRIS modules

**Accessibility statement:** Francis Marion University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

**Academic honesty statement:** Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be

accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner.

It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies: Students must obtain a C or better in this course.

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	193-215	Distinction
B+	85%- 89%	182-192.9	

B	80% - 84%	172-181.9	Above Average
C+	75% - 79%	161-171.9	
C	70% - 74%	150-160.9	Average
F	Below 70 %	149.9 and below	Unsatisfactory Achievement

Potential Texts:

**Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids**, 1/e Tomlinson, McTighe & ASCD  
 ©2014 | Pearson | Paper; 208 pp (need review copy to determine suitability)

**Assessment and Student Success in a Differentiated Classroom**  
 Tomlinson, C. A. & Moon, T. R. (2014)

Class content—outline or schedule

Week	Topic	Readings	Assignments
1	Course design and content	IRIS Video Vignette: <u>Getting Started on Differentiated Instruction</u> Carol Tomlinson offers some tips on how to begin differentiated instruction. (Time: 4:56)	Quiz, 10 pts
2	Reflective practices	IRIS Video Vignette: <u>New Teacher Survival Guide: Differentiating Instruction</u>  <u>IRIS Video Vignette: Professional Development for ELL Teachers Changes Teaching and Learning for All</u>	Video reflections , 5 pts Quiz, 10 pts
3	Diversity	IRIS discussion activity: <u>Cultural Perceptions (PDF 113k)</u> Culturally Responsive Differentiated Instructional Strategies. Metropolitan Center for Urban Education (2008). <a href="http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf">http://steinhardt.nyu.edu/scmsAdmin/uploads/005/120/Culturally%20Responsive%20Differentiated%20Instruction.pdf</a>	Article review and discussion Activity, 10 pts IRIS Activity, 10 pts

4	Diversity	<b><u>IRIS Module: Classroom Diversity: An Introduction to Student Differences</u></b>	IRIS Activity, 10 pts
5	Activities/ strategies: ELL	<b><u>IRIS Module: Teaching English Language Learners: Effective Instructional Practices</u></b>	DI unit plan project, 15 pts IRIS Activity, 10 pts
6	Activities/ strategies: ELL	<b><u>IRIS Module: Teaching English Language Learners: Effective Instructional Practices</u></b>  <b><u>Cultural and Linguistic Differences: What Teachers Should Know</u></b>	DI unit plan project (same assignment as above) IRIS Activity, 10 pts

7	Act/strategies: MI & learning preferences	<a href="http://www.multipleintelligencetheory.co.uk/">http://www.multipleintelligencetheory.co.uk/</a>  <a href="http://howardgardner.com/multiple-intelligences/">http://howardgardner.com/multiple-intelligences/</a>	Quiz, 10 pts
8	Student learning and the environment	Kagan Strategies	Strategy Notebook, 15 pts
9	Student learning and the environment	<b><u>IRIS MODULE: Differentiated Instruction: Maximizing the Learning of All Students</u></b>  Dunn, A., & Perez, L. (2012). Universal Design for Learning (UDL) in Action: The Smart Inclusion Toolkit. <i>TEACHING Exceptional Children</i> , 45(2), 41.	IRIS Activity, 10 pts Quiz, 10 pts Article review, 5 pts

10	Student learning and the environment	<b><u>IRIS MODULE: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students</u></b>	IRIS Activity, 10 pts
11	Co teaching model	Coteaching materials from St. Cloud	DI unit, 15 pts
12	Assessment and instructional grouping	Conderman, G., & Hedin, L. (2012). Purposeful Assessment Practices for Co Teachers. <i>TEACHING Exceptional Children</i> , 44(1), 18-27.  Marzano, R. (2011). Classroom Instruction that Works. Cooperative Learning ch. 7. P. 84-91. Association for Supervision and Curriculum Development, Alexandria, VA.	Article review, 5 pts
13	School based system RTI	Iris Module: Intensive Intervention, Part 1, <u>Intensive Intervention (Part 1): Using Data-Based Individualization To Intensify Instruction</u>	IRIS Activity, 10 pts
14	School based system RTI	Iris Module: Intensive Intervention, Part 2, <u>Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization</u>	IRIS Activity, 10 pts

15	Technology	Grillo, K., Leininger, M. L., & Whitby, P. J. S. (2012). Tips for Using Interactive Whiteboards to Increase Participation of Students With Disabilities. <i>TEACHING Exceptional Children</i> , 44(6), 50-57.  Smith, G. & Throne, S. (2007). Differentiating instruction with technology in K-5 classrooms. Retrieved from <a href="http://www.iste.org/docs/excerpts/DIEFK5- excerpt.pdf">http://www.iste.org/docs/excerpts/DIEFK5- excerpt.pdf</a>	Article Review, 5 pts
16	Final exam		Final exam, 20 pts

*Potential Readings and Resources*

Campbell, Handbook of Differentiated Instruction Using the Multiple Intelligences: Lesson Plans and More, 1/e Pearson

Conderman, G., & Hedin, L. (2012). Purposeful Assessment Practices for Co-Teachers. *TEACHING Exceptional Children*, 44(1), 18-27.

Dunn, A., & Perez, L. (2012). Universal Design for Learning (UDL) in Action: The Smart Inclusion Toolkit. *TEACHING Exceptional Children*, 45(2), 41.

Grillo, K., Leininger, M. L., & Whitby, P. J. S. (2012). Tips for Using Interactive Whiteboards to Increase Participation of Students With Disabilities. *TEACHING Exceptional Children*, 44(6), 50-57.

Marzano, R. (2011). Classroom Instruction that Works. Cooperative Learning ch. 7. P. 84-91. Association for Supervision and Curriculum Development, Alexandria, VA. Marzano, R. (2012). *Becoming a Reflective Teacher*. Bloomington, IN: Marzano Research Laboratory.

Rivera, C. J. (2013). Multimedia Shared Stories: Teaching Literacy Skills to Diverse Learners. *TEACHING Exceptional Children*, 45(6), 38-45.

Smith, G. & Throne, S. (2007). Differentiating instruction with technology in K-5 classrooms.

Tomlinson, McTighe, & ASCD (2014). Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids, 1/e Pearson Tomlinson, & Moon (2014) Assessment and Student Success

IRIS Modules, Vanderbilt University; <https://iris.peabody.vanderbilt.edu>

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School Education

Date 5/2/22

Course No. or Level EDUC 699

Title Internship: Montessori

Semester hours 6 Clock hours: 480 Lecture \_\_\_\_\_ Laboratory 480

Prerequisites: All Praxis exams must be passed and all coursework completed.

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 Floyd Creech \_\_\_\_\_

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2023

Date of School/Department approval 8-22-2022

Catalog description: This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students in early childhood and elementary Montessori classrooms.

**Purpose:**

1. This course is for participants who have completed the Montessori Curriculum coursework.
2. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

**Teaching method planned:** Field experience in a Montessori classroom

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

- A prepared Montessori environment for children ages 3 - 6 or 6-9.
- School based lesson planning tools and child assessment materials.
- Access to Montessori school professional and community events.

**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.)

The supervised internship will have duration consistent with the published requirements of the State of South Carolina for initial licensure. The content of the course is designed to address the competencies (correlated to College and Career Readiness Standards and Montessori Curriculum) outlined by MACTE competencies of knowledge and skills expected of Montessori teachers. The teacher candidate will demonstrate knowledge of state curriculum standards via the teacher candidate work sample (SLO) submitted in LiveText.

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





## EDUC 699 Internship: Montessori

Instructor: TBD  
Office:  
Phone/Voice-mail:  
Office Hours: by appointment  
E-mail:

### Meeting Time & Location

FMU campus: Hybrid (virtual and face-to-face)

Assigned public school setting: Time determined by school setting, depending on each adult learner/teacher candidate's school schedule.

**Course Description:** This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students in early childhood and elementary Montessori classrooms. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

**Prerequisites:** All Praxis exams must be passed and all coursework completed.

### Conceptual Framework:

The School of Education prepares *competent* and *caring* teachers. The graduate level educator will demonstrate *teacher competencies* as measured by the following items listed in I & II. The graduate level educator will demonstrate attributes of a *caring teacher* through the Professional Disposition Assessment Form in five major areas listed in item II. You will be evaluated in this course using this disposition form.

- I. Competent teachers possess the
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills
    1. Ability to plan instruction
    2. Ability to apply skills and knowledge in a clinical setting
    3. Ability to cause learning in P-12 students
    4. Ability to assess learning and learners
    5. Ability to work with children of poverty
    6. Ability to use technology

- II. Caring teachers
  - A. Exhibit professional attributes
  - B. 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.
  - C. Uphold Ethical and Professional Standards
  - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
  - E. Show respect for colleagues, P -12 students, faculty and staff

### **Montessori Accreditation Council for Teacher Education Competencies:**

Competent Montessori Teachers demonstrate:

#### **II. Pedagogy**

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum
- 2c. The prepared environment
- 2d. Parent/teacher/family/community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment & documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

#### **III. Teaching with Grace and Courtesy**

- 3a. Classroom leadership
- 3b. Authentic assessment

### Course Content

The supervised internship will have duration consistent with the published requirements of the State of South Carolina for initial licensure. The content of the course is designed to address the competencies (correlated to College and Career Readiness Standards and Montessori Curriculum) outlined by MACTE competencies of knowledge and skills expected of Montessori teachers. The teacher candidate will demonstrate knowledge of state curriculum standards via the teacher candidate work sample (SLO) submitted in LiveText.

### Course Evaluation

Your performance in this course will be evaluated formatively through records of conferences between you and your supervising teacher (ST)/cooperating teacher (CT), and the formal observations conducted by your field supervisor/university supervisor and your ST/CT. You will be expected to:

- Develop a conferencing schedule that is workable for your supervising teacher/cooperating teacher, and summarize the feedback you are receiving on the forms provided. These forms will be shared with your field supervisor/university supervisor.
- Arrange for appropriate ADEPT observations by qualified teachers and administrators in your school setting.
- Be observed by your field supervisor/university supervisor (Montessori Certified) on at least four occasions (2-4 COR, 2-ADEPT) in which you are functioning in an instructional role appropriate for educators working in a Montessori classroom.
- Meet with your field supervisor/university supervisor after each observation to discuss strengths, problems, and strategies for making improvements.
- Actively participate in parent-teacher conferences, including IEP and transition planning sessions, as appropriate in your instructional setting.
- Clearly identify problem areas and provide evidence that you are systematically working to support student growth and progress.

Your performance in the course will be assessed summatively through the examination of your Student Learning Objective Project (SLO), and the consensus ADEPT evaluation in which you provide evidence to substantiate that you have developed the required Montessori & state curriculum standards. Your submissions, which reflect Montessori and state curriculum standards, should include the following areas:

- Planning and management of instruction and the instructional environment (i.e. Lesson Plan/Observation);
- Delivery of instruction and rapport with students (Observation);
- Adaptations and modifications that support student learning, success and independence in a variety of settings (Lesson Plan/Observation);
- Record keeping and data-based decision-making system;
- Professional and ethical behavior in working with colleagues, parents, other professionals, and students (ST/CT evaluation/IEP team member evaluation if appropriate).

The Student Learning Objective (SLO) and ADEPT observations will be evaluated, using rubrics and scoring criteria that indicate how well you have provided appropriate supportive evidence for each competency area, and how clearly and professionally you have presented it. Supportive

evidence will include both artifacts (e.g., lesson plans, student products and performance records, lessons captured on video in conjunction with critiques by yourself and others), and reflective statements indicating *how* the artifact(s) presented demonstrate your competence with respect to the Montessori and state curriculum standards.

Your supervising teacher/cooperating teacher and your field supervisor/university supervisor, jointly, will make the determination of whether you have demonstrated the competencies expected, at a level that would warrant certification. Those evaluations will be made on the basis of the progress made to date in meeting the specified standards, and in addressing areas of weakness or concern, in particular.

### **Course Grading Criteria:**

Grades earned in this course will be assigned according to the following scale:

<i>Grade</i>	<i>Description</i>	<i>Grading Scale</i>
A	Distinction	90-100%
B+	Somewhat below distinction	86-89%
B	Above average	80-85%
C+	Somewhat above average	76-79%
C	Average	70-75%
F	Unsatisfactory (no credit)	0-69%

### **Special Events and web information**

Each week, please remember to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on the drop-down box under "Quick Links", choosing "School of Education," and then clicking "News and Announcements" under the column on the left side of the page.

Assignments	Poss. Pts.	Pts. Rec'd
SLO	75	
ADEPT Midterm (2.70 or better)	25	
ADEPT Final (2.70 or better)	25	
Lesson Plan check	55	
Ethics Activity	10	
Standards Activity	20	
Safe Schools Activity	5	
Professional School Event	10	
Community School Event	10	
Seminars (10 pts each)	20	

Reflections (2 – Midterm & Final ADEPT)	20	
Composite Score Sheet	25	
LT Field Experience completed	25	
<b>TOTAL POINTS</b>	<b>325</b>	

**FMU STUDENT PROGRAM SHEET:**  
**Accelerated Program:**  
**MONTESSORI EARLY CHILDHOOD EDUCATION**  
**EFFECTIVE Fall 2023**

Student's Name:

Advisor:

<p><b><u>General Education (48 or 49 semester hours)</u></b></p> <p><b>Communications (9 or 10 hours)</b></p> <p><input type="checkbox"/> English 101: Analysis and Argument or English 101E + English 101L: Analysis and Argument with Extended Studio (3 or 4 hours)</p> <p><input type="checkbox"/> English 102: Rhetoric, Genre, and Research Speech (3)</p> <p><input type="checkbox"/> Speech 101: Basics of Oral Communication (3)</p> <p><b>Social Sciences (9 hours)</b></p> <p><input type="checkbox"/> Geography Elective (3)</p> <p><input type="checkbox"/> Political Science 101 or 103 (3)</p> <p><input type="checkbox"/> Additional 3 hours chosen from economics, geography, Political science, sociology, or Honors 250-259 (3)</p> <p><b>Humanities (12 semester hours)</b></p> <p><input type="checkbox"/> History elective (3)</p> <p><input type="checkbox"/> Literature elective (3)</p> <p>Choose 2 of the following 3 courses:</p> <p><input type="checkbox"/> Art 101 (3)</p> <p><input type="checkbox"/> Music 101 (3)</p> <p><input type="checkbox"/> Theatre 101 (3)</p> <p><b>Mathematics (6 semester hours)</b></p> <p><input type="checkbox"/> Math 170: Survey of Mathematics for ECE/ELE I (3)</p> <p><input type="checkbox"/> Math 270: Survey of Mathematics for ECE/ELE II (3)</p> <p><b>Natural Sciences (12 semester hours)*</b></p> <p><input type="checkbox"/> a. Biology 102 (4)</p> <p><input type="checkbox"/> b. Physical Science 150 (4)</p> <p><input type="checkbox"/> c. Astronomy 201 or 202 or Honors 280-289 (4)</p> <p style="text-align: center;">*Must be a four credit hour course with laboratory</p> <p style="text-align: center;"><b><u>Supporting Courses (15 hours)</u></b></p> <p><input type="checkbox"/> Art Education 217: Creative Art for the Elem School Teacher (3)</p> <p><input type="checkbox"/> English 313: Literature for the Young Child (3)</p> <p><input type="checkbox"/> English 341: Advanced Composition for Teachers (3)</p> <p><input type="checkbox"/> Math 370: Intuitive Geometry (3)</p> <p><input type="checkbox"/> Psy 315: Child Behavior: Growth &amp; Development (3)</p> <p><b><u>Pre-Professional Education Courses (6 hours)</u></b></p> <p><input type="checkbox"/> Education 190: Foundations of Education (3)</p> <p><input type="checkbox"/> Education 192: Foundations of Curriculum and Instruction (3)</p>	<p><b><u>Professional Education Courses (55 hours)</u></b></p> <p><input type="checkbox"/> Education 310: Using Technology Effectively in the Classroom (3)</p> <p><input type="checkbox"/> Education 311: Foundations of Instructional Planning and Assessment (3)</p> <p><input type="checkbox"/> Education 420: Introduction to Exceptional Students (3)</p> <hr/> <p style="text-align: center;"><b>***ADMITTANCE TO PROFESSIONAL EDUCATION PROGRAM REQUIRED BEFORE TAKING THE FOLLOWING COURSES***</b></p> <p><b><u>Block A</u></b></p> <p><input type="checkbox"/> Early Childhood 329: Clinical Experiences in Early Childhood Education (3)</p> <p><input type="checkbox"/> Early Childhood 321: Methods for Teaching &amp; Assessing Primary Math (3)</p> <p><input type="checkbox"/> Early Childhood 335: Teaching Social Studies In Early Childhood Education (3)</p> <p><input type="checkbox"/> Education 322: Foundations in the Instruction of Reading (3)</p> <p><input type="checkbox"/> Education 324: Reading Assessment (3)</p> <p><b><u>Block B</u></b></p> <p><input type="checkbox"/> Early Childhood 320: Curriculum for Early Childhood Education (3)</p> <p><input type="checkbox"/> Early Childhood 338: Teaching Science in Early Childhood Education (3)</p> <p><input type="checkbox"/> Early Childhood 420: Methods and Materials for Early Childhood Education (3)</p> <p><input type="checkbox"/> Education 411 Reading and Writing in the Content Area (3)</p> <p><input type="checkbox"/> Education 326: Strategies for Reading Instruction (3)</p> <p><input type="checkbox"/> Education 391: Clinical Experience Early Childhood Education (2)</p> <p><b><u>Accelerated Program Undergraduate Courses:</u></b></p> <p><input type="checkbox"/> EDUC 529 Classroom Management (3)</p> <p><input type="checkbox"/> EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students (3)</p> <p><input type="checkbox"/> EDUC 533 Play &amp; Social Development of Children (3)</p> <p><input type="checkbox"/> EDUC 534 Observation &amp; Progress Monitoring (2)</p> <p><input type="checkbox"/> EDUC 548 Educational Research (3)</p> <p><b>Accelerated Program Graduate Courses (30 hours)</b></p> <p><b>Summer Montessori Courses (12 hours):</b>  <b>Summer I:</b></p> <p><input type="checkbox"/> EDUC 531 Philosophy/Classroom Leadership (3)</p>
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	<p> <input type="checkbox"/> EDUC 532 Practical Life and Sensorial Curriculum (3)  <i>Summer II:</i>  <input type="checkbox"/> EDUC 540 Mathematics and Science Curriculum (3)  <input type="checkbox"/> EDUC 541 Language and Social Studies Curriculum/Parenting (3)         </p> <p><b>Internship with Co-Requisite Courses (18 hours)</b></p> <p><b>5<sup>th</sup> Year Fall Semester:</b></p> <p> <input type="checkbox"/> EDUC 773 Internship I (6)  <input type="checkbox"/> EDUC 555 Introduction to Educational Programs for Children of Poverty (3)         </p> <p><b>5<sup>th</sup> Year Spring Semester:</b></p> <p> <input type="checkbox"/> EDUC 699 Internship: Montessori (6)  <input type="checkbox"/> EDUC 649 Capstone (3)         </p> <p><b>Minimum hours required for undergraduate: 124</b></p> <p><b>Minimum additional hours required for graduate: 30</b></p> <p><b>Total Minimum Credit Hours: 155</b></p>
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### IMPORTANT INFORMATION

- 1) All parts of Praxis II (PL&T and Specialty area) must be taken and passed BEFORE student teaching. Take PL&T after completing EDUC 192 and PSY 315. Take specialty area test in Block A.
- 2) Teacher candidates and prospective teacher candidates are ultimately responsible for their own progress through programs at FMU. Candidates should consult the university catalog frequently to ensure that they comply with requirements for entrance into, progress within, and successful completion of an education program.

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**FMU STUDENT PROGRAM SHEET:**  
**Accelerated Program:**  
**MONTESSORI ELEMENTARY EDUCATION**

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**EFFECTIVE Fall 2023**

**Student's Name:**

**Advisor:**



**General Education (48 or 49 semester hours)****Communications (9 or 10 hours)**

- ☐ ENG 101: Analysis and Argument or ENG 101E + ENG 101L Analysis and Argument with Extended Studio (3/4)
- ☐ ENG 102: Rhetoric, Genre, and Research (3)
- ☐ Speech 101: Basics of Oral Communication (3)

**Mathematics (6 semester hours)**

- ☐ MATH 170: Survey of Mathematics for ECE/ELE I (3)
- ☐ MATH 270: Survey of Mathematics for ECE/ELE II (3)

**Social Sciences (9 hours)**

- ☐ GEOG elective (3)
- ☐ POL 101 or 103 (3)
- ☐ Additional 3 hours chosen from economics, geography, Political science, sociology, or Honors 250-259 (3)

**Humanities (12 hours)**

- ☐ HIST elective (3) \*HIST 101 or 102 are encouraged to be better prepared for the Elementary Praxis content exams.
- ☐ LIT elective (3)

Choose 2 of the following 3 courses:

- ☐ Art 101 (3)
- ☐ Music 101 (3)
- ☐ Theatre 101 (3)

**Natural Sciences (12 hours)**

Both biological and physical sciences must be represented; labs are required. Choose one course from each area of a, b, & c:

- ☐ a. BIO 102\*\* (4)
- ☐ b. Physical Science 150 \*\* (4)
- ☐ c. Astronomy 201 or 202 or Honors 280-289\*\*\* (4)

\*\*To satisfy the Natural Sciences requirement, students must take at least one course from a, at least one course from b, and at least one course from c above. Psychology does not count as a science for Elementary Education teacher licensure. Students are strongly encouraged to take Biology 102, Physical Science 150, and Astronomy to be better prepared for the Elementary Praxis Content exams.

\*\*\* Must be a four credit hour course with laboratory

**Supporting Courses (15 hours)**

- ☐ ARTE 217: Creative Art for the Elem School Teacher (3)
- ☐ ENG 315: Literature for Children (3)
- ☐ ENG 341: Advanced Composition for Teachers (3)
- ☐ MATH 370: Intuitive Geometry (3)
- ☐ PSY 315: Child Behavior: Growth & Development (3)

**Concentration (8-9 hrs.)**

Concentration requires 8 (2 four hour courses) or 9 (3 three hour courses) hours of additional (in addition to general education requirements) coursework in one of the following areas of concentration:

- a. **Science (2 courses)** Select from physical and/or biological science. (with labs)
  - ☐ Course 1: ☐ Course 2: ☐ Course 3:
- b. **Social Studies (3 courses)** Select from history, political science, geography and/or economics.
  - ☐ Course 1: ☐ Course 2: ☐ Course 3:
- c. **Math (3 courses)** Select from above Math 132 with at least one course above the 200 level. (Mathematics 170, 270, & 370) will not count as part of this concentration.
  - ☐ Course 1: ☐ Course 2: ☐ Course 3:
- d. **English (3 courses)** Select from above English 200 literature and/or writing courses.
  - ☐ Course 1: ☐ Course 2: ☐ Course 3:
- e. **Foreign Languages (3 courses)**
  - ☐ Course 1: ☐ Course 2: ☐ Course 3:
- f. **Learning Disabilities (3 courses)**
  - ☐ Education 421: Behavior Management
  - ☐ Education 423: Characteristics of Learning Disabilities
  - ☐ Education 425: Methods/Procedures for Learning Disabilities

For MLE add on cert. in SC, SS, ENG, or MATH, take MLE 422 and PSY 316. Additional PRAXIS exams may be required.

**Pre-Professional Education Courses (18 hours)**

- ☐ EDUC 190: Foundations of Education (3)
- ☐ EDUC 192: Foundations of Curriculum & Instruction (3)
- ☐ EDUC 310: Using Technology Effectively (3)
- ☐ EDUC 311: Foundations of Planning & Assessment (3)
- ☐ EDUC 322: Foundations in the Instruction of Reading (3)
- ☐ EDUC 420: Introduction to the Exceptional Learner (3)

**\*\*\*ADMITTANCE TO PROFESSIONAL EDUCATION PROGRAM REQUIRED BEFORE TAKING THE FOLLOWING COURSES\*\*\*****Professional Education Courses (36 hours)**

- ☐ EDUC 313: Field Experience Instructional Planning (2)
- ☐ EDUC 324: Reading Assessment (3)
- ☐ EDUC 328: Strategies for Reading Instruction PreK-12 (3)
- ☐ EDUC 411: Reading and Writing in the Content Area (3)
- ☐ ELEM 315: Methods of Instruction for Social Studies (3)
- ☐ ELEM 316: Methods of Instruction for Intermediate Math (3)
- ☐ ELEM 317: Methods of Instruction for Science (3)
- ☐ EDUC 392: Clinical Experience: Elementary (2)

**Accelerated Program Undergraduate Courses:**

- ☐ EDUC 529 Classroom Management (3)
- ☐ EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students (3)
- ☐ EDUC 533 Play & Social Development of Children (3)
- ☐ EDUC 534 Observation & Progress Monitoring (2)
- ☐ EDUC 546 Educational Research (3)

	<p><b>Accelerated Program Graduate Courses (30 hours)</b></p> <p><b>Summer Montessori Courses (12 hours):</b>  <i>Summer I:</i>  <input type="checkbox"/> EDUC 531 Philosophy/Classroom Leadership (3)  <input type="checkbox"/> EDUC 536 Mathematics Geometry I Curriculum (3)  <i>Summer II:</i>  <input type="checkbox"/> EDUC 537 Language and Geometry II Curriculum (3)  <input type="checkbox"/> EDUC 538 Cultural/Science/Fine Arts Curriculum (3)</p> <p><b>Internship with Co-Requisite Courses (18 hours)</b></p> <p><b>5<sup>th</sup> Year Fall Semester:</b>  <input type="checkbox"/> EDUC 773 Internship I (6)  <input type="checkbox"/> EDUC 555 Introduction to Educational Programs for Children of Poverty (3)</p> <p><b>5<sup>th</sup> Year Spring Semester:</b>  <input type="checkbox"/> EDUC 898 Internship: Montessori (6)  <input type="checkbox"/> EDUC 849 Capstone (3)</p> <p><b>Minimum hours required for undergraduate: 125</b></p> <p><b>Minimum additional hours required for graduate: 30</b></p> <p><b>Total Minimum Credit Hours: 155</b></p>
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### **IMPORTANT INFORMATION**

- 1) All parts of Praxis II (PL&T and Specialty area) must be taken and passed **BEFORE** student teaching. Take PL&T after completing EDUC 192 and PSY 315.
- 2) Teacher candidates and prospective teacher candidates are ultimately responsible for their own progress through programs at FMU. Candidates should consult the university catalog frequently to ensure that they comply with requirements for entrance into, progress within, and successful completion of an education program.

# Francis Marion University

## The Graduate School

### Master of Education: Montessori Education Concentration

#### Program Sheet

Name: \_\_\_\_\_ FMU ID # \_\_\_\_\_  
 Address \_\_\_\_\_ Advisor \_\_\_\_\_  
 Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

#### Admission Requirements

- \_\_\_\_ Graduate Application for Admission Form
- \_\_\_\_ Graduate Application fee paid
- \_\_\_\_ Official Undergraduate Transcripts (School \_\_\_\_\_ Date \_\_\_\_\_ Degree \_\_\_\_\_)
- \_\_\_\_ Montessori Endorsement (Date \_\_\_\_\_)
- \_\_\_\_ Current SC teaching certificate \_\_\_\_\_
- \_\_\_\_ Two positive letters of recommendation \_\_\_\_\_
- \_\_\_\_ Written personal statement/philosophy of education (300-500 words) \_\_\_\_\_

#### Completion Date/Grade

#### Montessori Courses (Summer only)

**12 hours**

3	EDUC 531	Philosophy/Classroom Leadership	____/____
3	EDUC 560	Introduction to Project-Based Learning	____/____
3	EDUC 537	Applications of Project-Based Learning in Curriculum and Instruction	____/____
3	EDUC 690	Differentiated Instruction for a Learner-Friendly Environment	____/____

#### Montessori Electives (Choose 18 hours/6 classes)

**18 hours**

3	EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students	____/____
3	EDUC 562	Practicum in Project-Based Learning	____/____
3	EDUC 555	Introduction to Educational Programs for Children of Poverty	____/____
3	EDUC 621	Understanding Learning Differences	____/____
3	EDUC 648	Educational Research	____/____
3	EDUC 760	Exceptionalities: Characteristics and Legal Foundations	____/____
3	EDUC 761	Learning Disabilities: Characteristics, Identification & Placement	____/____

\*\* Program can be completed in 5 semesters (includes summer school)

# Francis Marion University

## The Graduate School

### Master of Education: Montessori Early Childhood Education

#### Program Sheet

Name: \_\_\_\_\_ FMU ID # \_\_\_\_\_  
 Address \_\_\_\_\_ Advisor \_\_\_\_\_  
 Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

#### Admission Requirements

- \_\_\_\_ Graduate Application for Admission Form  
 \_\_\_\_ Graduate Application fee paid  
 \_\_\_\_ Official Undergraduate Transcripts (School \_\_\_\_\_ Date \_\_\_\_\_ Degree \_\_\_\_\_)  
 \_\_\_\_ Current SC teaching certificate \_\_\_\_\_  
 \_\_\_\_ Two (2) positive letters of recommendation  
 \_\_\_\_ Written personal statement/philosophy of education (300-500 words)

Completion date/Grade

#### Montessori Core Courses (Summer only)

**12 hours**

3	EDUC 531	Philosophy/Classroom Leadership	____/____
3	EDUC 532	Practical Life and Sensorial Curriculum	____/____
3	EDUC 540	Mathematics and Science Curriculum	____/____
3	EDUC 541	Language and Social studies Curriculum Parenting	____/____

#### Montessori Electives (Choose 12 hours/4 classes)

**12 hours**

3	EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students	____/____
3	EDUC 555	Introduction to Educational Programs for Children of Poverty	____/____
3	EDUC 648	Educational Research	____/____
3	EDUC 771	Intro to Early Childhood Special Education	____/____
3	EDUC 780	Assessment of Young Children with Disabilities	____/____
3	EDUC 784	Methods for Teaching Young Children with Disabilities	____/____
3	EDUC 788	Social/Emotional Development and Guidance for Young Children with Disabilities	____/____

#### Montessori Internship

**6 hours**

6	EDUC 699	Internship: Montessori	
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# Francis Marion University

## The Graduate School

### Master of Education: Montessori Elementary Education

#### *Program Sheet*

Name: \_\_\_\_\_ FMU ID # \_\_\_\_\_

Address \_\_\_\_\_ Advisor \_\_\_\_\_

Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

### Admission Requirements

- \_\_\_\_ Graduate Application for Admission Form
- \_\_\_\_ Graduate Application fee paid
- \_\_\_\_ Official Undergraduate Transcripts (School \_\_\_\_\_ Date \_\_\_\_\_ Degree \_\_\_\_\_)
- \_\_\_\_ Current SC teaching certificate \_\_\_\_\_
- \_\_\_\_ Two positive letters of recommendation \_\_\_\_\_
- \_\_\_\_ Written personal statement/philosophy of education (300-500 words)

Completion date/Grade

#### Montessori Core Courses (Summer only)

12 hours

3	EDUC 531	Philosophy/Classroom Leadership	____/____
3	EDUC 536	Mathematics Geometry I Curriculum	____/____
3	EDUC 537	Language and Geometry II Curriculum	____/____
3	EDUC 538	Cultural/Science/Fine Arts Curriculum	____/____

#### Montessori Electives (Choose 12 hours/4 classes)

12 hours

3	EDUC 530	Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students	____/____
3	EDUC 555	Introduction to Educational Programs for Children of Poverty	____/____
3	EDUC 621	Understanding Learning Differences	____/____
3	EDUC 624	Behavior Management	____/____
3	EDUC 648	Educational Research	____/____
3	EDUC 760	Exceptionalities: Characteristics and Legal Foundations	____/____
3	EDUC 761	Learning Disabilities: Characteristics, Identification & Placement	____/____
3	EDUC 745	Teaching Reading and Writing to Exceptional Students	____/____
3	EDUC 690	Differentiated Instruction for a Learner-Friendly Environment	____/____

#### Montessori Internship

6 hours

6	EDUC 699	Internship: Montessori	
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**School of Education  
Catalog Changes**

**A. Modify page 181 of the current online catalog**

**FROM:**

School of Education  
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])  
Teaching and Learning (Master of Education [M.Ed.])

**To:**

School of Education  
Accelerated Master's Program (Master of Arts in Teaching in Montessori Early Childhood Education)  
Accelerated Master's Program (Master of Arts in Teaching in Montessori Elementary Education)  
Learning Disabilities (Master of Arts in Teaching [M.A.T.] and Master of Education [M.Ed.])  
Master of Education: Montessori Education Concentration  
Master of Education: Montessori Early Childhood Education  
Master of Education: Montessori Elementary Education  
Teaching and Learning (Master of Education [M.Ed.])

**B. Modify to page 188 of the current online catalog**

**FROM:**

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK  
The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:

Master of Education (M.Ed.);  
Learning Disabilities (Special Education)  
Teaching and Learning  
Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multicategorical  
Special Education:  
Early Childhood Education (Accelerated Master's Program)  
Elementary Education (Accelerated Master's Program)  
Learning Disabilities  
Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

**TO:**

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK  
The Francis Marion University School of Education prepares competent and caring teachers.

The School of Education offers the following degree programs:  
Master of Education (M.Ed.);

Accelerated Master's Program (Master of Arts in Teaching in Montessori Early Childhood Education)

Accelerated Master's Program (Master of Arts in Teaching in Montessori Elementary Education)

Learning Disabilities (Special Education)

Master of Education: Montessori Education Concentration

Master of Education: Montessori Early Childhood Education

Master of Education: Montessori Elementary Education

Teaching and Learning

Completion of the M.Ed. degree does not lead to initial South Carolina teacher licensure.

Master of Arts in Teaching (M.A.T.) with a major in Learning Disabilities OR Multicategorical Special Education:

Early Childhood Education (Accelerated Master's Program)

Elementary Education (Accelerated Master's Program)

Learning Disabilities

Completion of the M.A.T. degree leads to initial South Carolina teacher licensure.

**C. ADD on page 190 of the current online catalog after the Accelerated Master of Arts in Teaching with Major in Elementary Education:**

**ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN TEACHING MONTESSORI EARLY CHILDHOOD EDUCATION)**

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours.

**PROGRAM DESCRIPTION:** The Accelerated Master of Arts in Teaching in Montessori Early Childhood Education is an accelerated graduate program where the student completes one full year of clinical experience in both a Montessori classroom and a "traditional" early childhood classroom while simultaneously earning a Master's degree. Students graduate with dual licensure in Montessori Education and Early Childhood Education. This program begins with the spring semester of senior year at the undergraduate level and is completed at the end of the following year. During the summer before the full year of clinical experience, students complete a summer of Montessori coursework. The curriculum is focused on Montessori concepts and instruction, as well as providing a more in-depth look at concepts introduced at the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

**APPLICATION**

Accelerated Master's Degree in Teaching Montessori Early Childhood Education Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater, must be a current undergraduate student at FMU, and must submit the following:

- Accelerated Master's Degree Program Application
- Undergraduate Early Childhood Education Program Sheet, completed with all grades for courses taken and signed by advisor
- Two (2) letters of recommendation from university professors

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year are required for admission.

**Second Semester Senior Year..... 14 hours**

EDUC 529 Classroom and Behavior Management (3)

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)

EDUC 533 Play and Social Development of Children (3)

EDUC 534 Observation & Progress Monitoring Practicum (2)

EDUC 548 Educational Research for the Accelerated Master's Program (3)

**Summer I Courses..... 6 hours**

EDUC 531 Philosophy/Classroom Leadership (3)

EDUC 532 Practical Life and Sensorial Curriculum (3)

**Summer II Courses..... 6 hours**

EDUC 540 Mathematics and Science Curriculum (3)

EDUC 541 Language and Social Studies Curriculum/Parenting (3)

**Accelerated Master's Clinical Year.....18 hours**

EDUC 773 Internship (6)

EDUC 555 Introduction to Educational Programs for Children of Poverty (3)

EDUC 699 Internship: Montessori (6)

EDUC 649 Capstone (3)

**D. ADD on page 190 of the current catalog after the ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN TEACHING MONTESSORI EARLY CHILDHOOD EDUCATION):**

**ACCELERATED MASTER'S PROGRAM (MASTER OF ARTS IN MONTESSORI ELEMENTARY EDUCATION)**

Coordinator: Dr. Cynthia Nixon

Student must complete 44 hours.

**PROGRAM DESCRIPTION:** The Accelerated Master of Arts in Teaching in Montessori Elementary Education is an accelerated graduate program where the student completes one full year of clinical experience in both a Montessori classroom and a "traditional" elementary



classroom while simultaneously earning a Master's degree. Students graduate with dual licensure in Montessori Education and Elementary Education. This program begins with the spring semester of senior year at the undergraduate level and is completed at the end of the following year. During the summer before the full year of clinical experience, students complete a summer of Montessori coursework. The curriculum is focused on Montessori concepts and instruction, as well as providing a more in-depth look at concepts introduced at the undergraduate level, such as understanding educational programs for children of poverty, working with culturally and linguistically diverse students, and developing and implementing action research.

## **APPLICATION**

### **Accelerated Master's Degree in Teaching Montessori Elementary Childhood Education**

#### **Admission Criteria:**

Applicant must have a cumulative GPA of 3.0 or greater, must be a current undergraduate student at FMU, and must submit the following:

- Accelerated Master's Degree Program Application
- Undergraduate Elementary Education Program Sheet, completed with all grades for courses taken and signed by advisor
- Two (2) letters of recommendation from university professors

Note: Passing PRAXIS scores by Reading Day of Fall semester of senior year are required for admission.

#### **Second Semester Senior Year..... 14 hours**

EDUC 529 Classroom and Behavior Management (3)

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)

EDUC 533 Play and Social Development of Children (3)

EDUC 534 Observation & Progress Monitoring Practicum (2)

EDUC 548 Educational Research for the Accelerated Master's Program (3)

#### **Summer I Courses..... 6 hours**

EDUC 531 Philosophy/Classroom Leadership (3)

EDUC 536 Mathematics Geometry I Curriculum (3)

#### **Summer II Courses..... 6 hours**

EDUC 537 Language and Geometry II Curriculum (3)

EDUC 538 Cultural/Science/Fine Arts Curriculum (3)

#### **Accelerated Master's Clinical Year.....18 hours**

EDUC 773 Internship (6)

EDUC 555 Introduction to Educational Programs for Children of Poverty (3)

EDUC 699 Internship: Montessori (6)

EDUC 649 Capstone (3)

**E. ADD on page 191 of the current catalog after the Program for Master of Education Degree in Teaching and Learning:**

**MASTER OF EDUCATION: MONTESSORI EDUCATION CONCENTRATION**

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours.

**PROGRAM DESCRIPTION:** The Master of Education (MEd): Montessori Education Concentration is a graduate program where the student completes 30 hours to lead to Montessori add-on certification. This program is designed for students who already hold a teaching degree **AND** Montessori certification and would like to acquire a Master's degree in Montessori Education. The program includes courses in Project-Based Learning, Classroom Leadership and Philosophy, Creating a Learner-Friendly Environment for all Learners, Methods for Teaching Culturally and Linguistically Diverse Students, Teaching Children of Poverty, etc. This program is designed for current in-service teachers and can be completed in five semesters including summer semesters.

**APPLICATION**

Master of Education: Montessori Education Concentration Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater, must hold a current Montessori Endorsement, and must submit the following:

- Master of Education: Montessori Education Concentration Program Application
- Graduate Application Fee Paid
- Official undergraduate transcripts
- Montessori Endorsement
- Current South Carolina Teaching Certificate
- Two (2) positive letters of recommendation
- Written personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

**Montessori Courses (Summer only).....12 hours**

EDUC 531 Philosophy/Classroom Leadership (3)

EDUC 560 Introduction to Project-Based Learning (3)

EDUC 537 Applications of Project-Based Learning in Curriculum and Instruction (3)

EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (3)

**Montessori Electives .....Choose 18 hours (6 classes)**

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse Students in the Mainstream Classroom (3)  
 EDUC 562 Practicum in Project-Based Learning (3)  
 EDUC 555 Introduction to Educational Programs for Children of Poverty (3)  
 EDUC 621 Understanding Learning Differences (3)  
 EDUC 648 Educational Research (3)  
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)  
 EDUC 761 Learning Disabilities: Characteristics, Identification & Placement (3)

**\*\* Program can be completed in 5 semesters (includes summer school)**

**F. ADD on page 191 of the current catalog after the MASTER OF EDUCATION: MONTESSORI EDUCATION CONCENTRATION but before Program for Master of Education Degree with major in Learning Disabilities section:**

#### **MASTER OF EDUCATION: MONTESSORI EARLY CHILDHOOD EDUCATION**

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours.

**PROGRAM DESCRIPTION:** The Master of Education: Montessori Early Childhood Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Early Childhood Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

#### **APPLICATION**

Master of Education: Montessori Early Childhood Education Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater and must submit the following:

- Graduate Application for Admission Form
- Graduate Application fee paid
- Official Undergraduate Transcripts
- Current SC teaching certificate
- Two (2) positive letters of recommendation
- Written personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

**Montessori Core Courses (Summer only).....12 hours**

EDUC 531 Philosophy/Classroom Leadership (3)  
 EDUC 532 Practical Life and Sensorial Curriculum (3)  
 EDUC 540 Mathematics and Science Curriculum (3)  
 EDUC 541 Language and Social studies Curriculum Parenting (3)

**Montessori Electives .....Choose 12 hours (4 classes)**

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically

Diverse Students in the Mainstream Classroom (3)

EDUC 555 Introduction to Educational Programs for Children of Poverty (3)

EDUC 621 Understanding Learning Differences (3)

EDUC 648 Educational Research (3)

EDUC 771 Introduction to Early Childhood Special Education (3)

EDUC 780 Assessment of Young Children with Disabilities (3)

EDUC 784 Methods for Teaching Young Children with Disabilities (3)

EDUC 788 Social/Emotional Development and Guidance for Young Children with Disabilities (3)

**Montessori Internship .....6 hours**

EDUC 699 Internship: Montessori

- G. ADD on page 191 of the current catalog after MASTER OF EDUCATION; MONTESSORI EARLY CHILDHOOD EDUCATION but before Program for Master of Education Degree with major in Learning Disabilities section:**

**MASTER OF EDUCATION: MONTESSORI ELEMENTARY EDUCATION**

Coordinator: Dr. Cynthia Nixon

Student must complete 30 hours

**PROGRAM DESCRIPTION:** The Master of Education: Montessori Elementary Education is a graduate M.Ed. program for students who are currently licensed teachers who would like to add certification in Elementary Montessori Education. Students take a variety of courses throughout the year and do a summer of Montessori-specific courses.

**APPLICATION**

Master of Education: Montessori Elementary Education Concentration Admission Criteria:

Applicant must have a cumulative GPA of 3.0 or greater and must submit the following:

- Graduate Application for Admission Form
- Graduate Application fee paid
- Official Undergraduate Transcripts
- Current SC teaching certificate
- Two (2) positive letters of recommendation
- Written personal statement/philosophy of education to include rationale for interest in Montessori education (300-500 words)

**Montessori Core Courses (Summer only).....12 hours**

EDUC 531 Philosophy/Classroom Leadership (3)

EDUC 536 Mathematics Geometry I Curriculum (3)  
 EDUC 537 Language and Geometry II Curriculum (3)  
 EDUC 538 Cultural/Science/Fine Arts Curriculum (3)

**Montessori Electives .....Choose 12 hours (4 classes)**

EDUC 530 Methods and Strategies for Teaching and Assessing Culturally and Linguistically  
 Diverse Students in the Mainstream Classroom (3)  
 EDUC 555 Introduction to Educational Programs for Children of Poverty (3)  
 EDUC 621 Understanding Learning Differences (3)  
 EDUC 624 Behavior Management (3)  
 EDUC 648 Educational Research (3)  
 EDUC 760 Exceptionalities: Characteristics and Legal Foundations (3)  
 EDUC 761 Learning Disabilities: Characteristics, Identification & Placement (3)  
 EDUC 745 Teaching Reading and Writing to Exceptional Students (3)  
 EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (new class) (3)

**Montessori Internship .....6 hours**

EDUC 699 Internship: Montessori (6)

**H. ADD on page 193 in numerical order among current course descriptions**

**EDUC 531 Montessori Philosophy and Classroom Leadership (3)** This course will provide the Adult Learners/Teacher Candidates with the background knowledge of the Montessori philosophy of instructing children, managing the classroom, ways to enhance grace and courtesy in the classroom, and history of the development of the method. The Montessori philosophy of education has a proven record for more than 100 years. The philosophy behind the development of the method taught by Dr. Maria Montessori will be examined. Articles from studies completed comparing the Montessori method to traditional methods will be read and discussed. Management of the classroom using the philosophy of Dr. Montessori will be taught with examples and studies. Further studies will show the long term effectiveness of the method of learning on children as they mature into adulthood.

**EDUC 532 Montessori Practical Life and Sensorial Curriculum (3)** This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Practical Life curriculum provides Adult Learners/Teacher Candidates with activities which teach gross and fine motor skills, self-care skills, environmental care skills, social skills and general control of movement. The Sensorial curriculum provides activities that Adult Learners/Teacher Candidates can introduce to young children which increase their abilities intellectually. The games and activities allow young children to experience mathematical thinking and language, scientific perception and language, and physical classification of materials and language in their environment.

**EDUC 536 Montessori Mathematics & Geometry Part 1 for Grades 1-3 (3)** This course will include lecture, presentation and practice of math and geometry materials, observation of presentations, arrangement of classroom materials and methods of assessment and planning. The course will assist Adult Learners/Teacher Candidates with using Montessori designed

mathematics and geometry materials. The course will focus on theoretical foundations of activities for elementary children, precision of presentation of materials, sequence of activities, material designs and observation and assessment of children's activity.

**EDUC 537 Montessori Elementary Language & Geometry Part II (3)** This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach reading, grammar, comprehension, and geometry to elementary children (grades 1-3) using Montessori methods and materials. The Language course gives the sequence, materials and process used in teaching reading to the elementary child. The course also teaches grammar through identification of parts of speech in isolation and sentence analysis. The second part of the Language course is teaching reading comprehension and writing.

The second part of the course will be the continuation of Geometry Part I. This takes the Adult Learners/Teacher Candidates further in the study of geometry and how it is taught to children using Montessori methods and materials. The hands-on materials will be presented and the purposes given for each apparatus and help the Adult Learners/Teacher Candidates learn to move the child from the process to the product and develop the algorithm for problems.

**EDUC 538 Montessori Elementary Cultural, Science and Fine Arts (3)** This course will provide the Adult Learners/Teacher Candidates with the knowledge, curriculum guidelines, and methods to teach these subjects in a Montessori lower elementary (grades 1-3) school. The Cultural course is designed around the five cultural themes in Montessori philosophy. The themes are referred to as the Great Lessons. These lessons are an introduction to history, geography, cultural awareness, and science. The lessons are further enhanced with up-to-date knowledge of the aforementioned. Design of the lessons encourages further research on the part of the Adult Learners/Teacher Candidates and the children.

The Science course uses Montessori method to teach all the science themes while incorporating them with the cultural lessons as opposed to teaching in isolation. The science meets and surpasses the state required standards and encourages exploration on the part of the student. Fine Arts further enhances the cultural aspect of the cultural studies with materials and lessons to learn how arts are a fundamental need of man. The lessons celebrate art and artists around the world through time.

**EDUC 540 Montessori Mathematics and Science Curriculum PreK/K (3)** This course will give the Adult Learners/Teacher Candidates the knowledge and skills to teach everyday practical and intellectual skills to young children using Montessori materials. The Mathematics Curriculum provides Adult Learners/Teacher Candidates of young children with activities based upon Montessori's mathematics materials. Activities include: introduction to numbers 1 – 10; introduction to base 10 place value and the basic operations; introduction to numbers 11 – 99 in both concrete and abstract forms; introduction to memorization of math facts and fractions. The science curriculum introduces Adult Learners/Teacher Candidates to activities for the discovery of vertebrate animals, plants, earth science (weather, rocks, biomes) and physical science.

**EDUC 541 Montessori Language, Social Studies and Parenting (3)** The language curriculum introduces Adult Learners/Teacher Candidates to activities for children to explore and learn basic speaking, reading and writing. Oral language activities, phonics

activities, beginning writing, beginning handwriting and early reading are covered in detail using Montessori-based manipulatives. The social studies curriculum introduces Adult Learners/Teacher Candidates to geography activities, concepts of time and diversity of the world around us. The parenting activities are introduced to help Adult Learners/Teacher Candidates guide parents of young children as they prepare their children for school and academic learning.

**EDUC 690 Differentiated Instruction for a Learner-Friendly Environment (3)** This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for all students with different learning needs and abilities. The course will provide the students opportunities to: plan and implement lessons and an array of learning activities, integrating technology, to address PK-12 students' prior experiences, multiple intelligences, readiness levels, and English Language Learners, in order to positively impact learning; apply culturally sensitive instruction to address the needs of PK-12 students from diverse socio-economic, cultural, linguistic backgrounds, and abilities; select appropriate, evidence based instructional strategies for addressing individual PK-12 student needs in meeting curriculum objectives; and apply skills in differentiated instruction for curriculum content, instructional processes, and student product for short- and long-term instructional goal planning.

**EDUC 699 Internship: Montessori (6)** This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students in early childhood and elementary Montessori classrooms.