French « Baccalauréat »

Created in 1808, the « baccalauréat » serves a two-fold function in the French system of education: it concludes secondary school studies and grants access to higher education. The « baccalauréat » is the **first university grade**. (French Ministry of Education Code, Book III, Chapter 4, Article D344-1; http://www.education.gouv.fr/)

A general *baccalauréat* examination, a national examination regulated by the same governmental organisation throughout the country, **certifies students' level in General Education**. Thus *baccalauréat* diplomas issued officially state students' results achieved for each GE module. This is why these modules are not included into a bachelor's degree curriculum in France.

The baccalauréat is an **obligatory condition to enter** ESCEM Bachelor's programme, which guarantees that each ESCEM Bachelor student has satisfied the GE requirements.

General Education Official Curriculum
French Baccalauréat

GE Course	Short description	S (Scientific)	L (literature)	ES (economic & social)
Philosophy	conscience, perception, unconscious, the other, desire, time and existence; ***culture*** : language, art, work, religion, history; ***reason and reality:*** theory and experience, demonstration, interpretation, material and spiritual, truth; ***politics*** : society, justice and law, the state; ***morality:*** freedom, duty, happiness	3CH*	8CH	4CH
Physics and Chemistry	<u>**S**</u>: **Physics:** wave propagation; progressive waves; nuclear transformations; electric systems; mechanics; time measurement; **Chemistry:** chemical transformations; <u>**L & ES:**</u> Chemistry: chemical or natural? Chemical constituents of materials; chemical transformations; **Physics:** movements of the universe and time; the air around us	5CH	3,5 CH *(2)*	3,5 CH *(2)*
Earth and life sciences/ Biology and Ecology	Time approach in Geology and Biology; Phylogenesis and evolution; genome stability and variability; time measurement in Earth and life history; lithospheric processes and their effects; human procreation; immunology; biological and geologic processes and time	3,5 CH	-	-
History and Geography	***History:*** World, Europe and France since the middle of the 19th century till 1945; since 1945 to present; ***Geography:*** Europe and France; world geography	2,5CH	4CH	4CH
Scientific studies	<u>**L:**</u> visual representation of the world; food and environment; human procreation, genotype and phenotype; human beings and evolution; energy and planetary stakes; <u>**ES:**</u> Nervous system communication; genotype and phenotype; procreation; food, food production and environment; natural resources: water and wood; human being and evolution		1,5 CH *(1)*	1,5 CH *(1)*
Literature	Literature genres: ancient literature; Middle ages and classical; European literature; literature and image; literature and cinema; major issues in the history of literature and culture; contemporary French and foreign literature	-	4CH	-
Social and economic studies	Social stratification, social mobility, democracy and inequalities; social conflicts; collective actions and social movements	-	-	6CH

*Example: 3 hours/week X 36 study weeks/academic year = 108 hours/year --> 9 CH/year --> 3 CH/quarter

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

Department/ School__ _Nursing_____Date____8-30-11_____

Course No. or Level_**APRN 604**_Title_ **Teaching and Learning in Nursing**

Semester hours__**3**__Clock hours: Lecture____**3** (On-line)___Laboratory__**0**__

Prerequisites__**None**

Enrollment expectation___**12**_____

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

modification_____**N/A**_____
(proposed change in course title, course description, course content or method of
instruction)

substitute_____**N/A**_____
(The proposed new course replaces a deleted course as a General Education or program
requirement.)

alternate_____**N/A**_____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description __**Ruth Wittmann-Price**

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation _____**Summer 2013**_____

Date of School/Department approval_____**October 4, 2011**_____

Catalog description:
This course discusses teaching/learning theory in nursing education. It facilitates understanding
of teaching strategies, classroom and clinical management, learner outcomes, syllabi
development, and curriculum building. Developing and applying a lesson plan for learners or
patients is a course expectation.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Describe methods to facilitate learning by relating theory to practice;
2. Understand how teaching strategies affect the learner's environment;
3. Apply evaluation strategies appropriate to the learning outcomes;
4. Discuss how a course contributes to the overall value of the curriculum;
5. Encourage critical thinking as part of the learning process;
6. Use self-reflection to improve teaching effectiveness;
7. Disseminate a quality improvement educational project; and
8. Understand how nursing education relates to other college courses and requirements.

Purpose:
1.	This class will discuss the theoretical base for the education of nurses and discuss the role of nurse educator in different settings.
2.	This course will provide an overview of the issues and strategies used in nursing education and include instruction on classroom and clinical teaching as well as simulation.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

Textbook(s):
Required:
Kan, E. Z. (2009). Fast facts for the clinical instructor. NYC: Springer Publishing.

Billings, D. M., Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty*. St. Louis: Saunders.

Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007*). Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.

Course Content:
This course will discuss philosophies and science of teaching and learning principles. Other topics will include classroom management and technology, didactic and clinical teaching basics, strategies, simulation, and educator role development. Learners will be asked to take an in-depth look at an active teaching strategy, and demonstrate it to their peers.

Francis Marion University

Department of Nursing

Course Title:	Teaching and Learning in Nursing
Course Number:	APRN 604
Credit Hours:	(3)
Day and time:	TBA
Location:	TBA

Prerequisites: None

Faculty:
 Office Number:
 Office Phone:
 E-mail:
 Office hours:

Course Description:
This course discusses teaching/learning theory in nursing education. It facilitates understanding of teaching strategies, classroom and clinical management, learner outcomes, syllabi development, and curriculum building. Developing and applying a lesson plan for learners or patients is a course expectation.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Describe methods to facilitate learning by relating theory to practice;
2. Understand how teaching strategies affect the learner's environment;
3. Apply evaluation strategies appropriate to the learning outcomes;
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6. Use self-reflection to improve on teaching techniques;
7. Disseminate a quality improvement educational project; and
8. Understand how nursing education relates to other college courses and requirements.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

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METHODS OF EVALUATION:
   Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Philosophy of Nursing Education paper	10%
Teaching Plan	15%
Syllabus development	20%
Presentation of teaching strategy	25%
Research paper about strategy	30%
TOTAL	**100%**

Classroom Grading Scale:

Alphabetic	Score
A	**94-100**
B+	**90-93**
B	**87-89**
C+	**83-86**
C	**80-82**
F	79 or below

Rounding
   Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.
Departmental Criteria: BLS, PPD, and immunizations *(Department of Nursing Graduate Student Handbook).*

Attendance Policy
   The University policy regarding class attendance states, "It is the responsibility of the

student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Graduate Student Handbooks (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition).* Refer also to the *Department of Nursing's Graduate Student Handbook (current edition).*

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved

accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition).* All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition)*: *Academic Integrity.*

Code of Ethics

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

South Carolina Nurse Practice Act

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

http://www.scstatehouse.gov/code/t40c033.htm

Computer Use

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

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Foundations and philosophies	Moyer & Wittmann-Price Chapters 1, 2 & 4	
2.	Teaching as an art and science	Moyer & Wittmann-Price Chapter 3	
3.	Teaching / Learning Principles	Moyer & Wittmann-Price Chapter 6	
4.	Classroom and group management	Moyer & Wittmann-Price Chapter 7	
5.	Technology	Moyer & Wittmann-Price Chapter 8	
6.	Teaching strategies	Moyer & Wittmann-Price Chapter 10	
7.	Teaching strategies	Moyer & Wittmann-Price Chapter 10	
8.	Evaluation	Moyer & Wittmann-Price Chapter 11	
9.	Clinical teaching	Moyer & Wittmann-Price Chapter 13 Kan – entire book	
10.	Clinical teaching	Moyer & Wittmann-Price Chapter 13 Kan – entire book	
11.	Role development	Moyer & Wittmann-Price Chapters 14-16	
12.	Student presentations		
13.	Student presentations		
14.	Student presentations		
Exam/Final Project			

GRADING RUBRICS

1. **Philosophy**
   Articulate your philosophy of education and relate it to a theory. One to two pages.
   APA format.

2. **Teaching Plan**

	4 Excellent	3 Well-done	2 Noted	1 Referred to	0 Not addressed
Learning outcomes	Each learning outcome is measurable and complete.	Learning outcomes are stated with appropriate verbs but need specific measurements.	Assistance is needed in addressing proper verbs level.	Verbs and the measure of the outcomes need major revision.	Unable to identify outcome language.
Content	Content is complete and directly relates to the leaning outcomes.	Content is stated but lacks sufficient detail.	Content is stated.	Content is incomplete.	Content is missing or unrelated to learner outcomes.
Time management	All content has appropriate time allocation.	The main content was given enough attention.	Content was missed due to time constraints.	Important content was eliminated due to time factors.	Content and time allocations were mismatched.
Appropriate strategy	Excellent teaching strategies for the content.	Teaching strategies were affective for most of the time.	Teaching strategies did not hold learner attention for the entire session.	Teaching strategies were not well conducted.	Teaching strategies were inappropriate or poorly organized.
Evaluation mechanism	All learning outcomes were evaluated.	Most learning outcomes were evaluated.	Some of the outcomes were met.	There was poor representation of the learning outcomes in the evaluation process.	The evaluation process did not address the learning outcomes.

3.   Syllabus Development

	4 **Excellent**	3 **Well-done**	2 **Noted**	1 **Referred to**	0 **Not addressed**
Organization and professional-ism	Syllabus is well organized and easy to follow.	Syllabus is organization and most expectations clear.	Syllabus lacks some organization or professional presentation.	Syllabus requires major rearranging and formatting.	Syllabus needs to be redone.
Pertinent information	Syllabus contains all important academic information for course or session.	Syllabus contains the major content needed for learners to understand expectations.	Syllabus contains some important information but is disorganized.	Syllabus needs major revision in order to function as a learning tool.	Syllabus does not address criteria needed for a learning session.
Content outline	The content outline is complete.	The content outline lacks detail or is overburdened with detail.	The content outline is not congruent with the course objectives,	The content outline needs major revision	The content outline is incomplete.
Clarity	The learner expectations are clear.	The learner expectations are assumed in some areas.	The learner expectations need verbal clarification.	The learner expectations are unrealistic or unclear.	The learner expectation needs revision.
Evaluation mechanism	All learning outcomes are evaluated appropriately	The majority of learner outcomes are evaluated.	Most of the learner outcomes have clear evaluation.	The evaluation mechanisms are incongruent with the learner outcomes.	The evaluation mechanism for the course needs revision.

4. Presentation of Teaching Strategy

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
The outcome was met well and no further improvements can be suggested	The majority of the outcome was met and minor improvements can be suggested.	The outcome was somewhat met with room for improvement in areas.	The outcome was mostly not met. Major improvements are needed.	The outcome was not met at all and the presentation style or technique needs refocusing.

VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1

NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____out of 100 possible = grade:_____

5. Research paper on teaching strategy

Teaching Strategy Paper
Choose a teaching strategy. Use research to support the use of the strategy. This is an important paper and a large part of your grade. It should be at least 15 pages in length.

	4	3	2	1
APA format	APA followed	APA followed with minor difficulties in either title page, in text or bibliography referencing.	Need to refer to a reference or the Writing Center for APA.	APA not used.
Abstract	Describes the content of the paper succinctly.	Describes most of the important points of the	Is more of an introduction than an abstract.	Not done.

		paper.		
Introduction	Introduces the topic and the importance.	Introduces the topic but does not set reader expectations.	Introduction needs revision.	Not identifiable.
Background	Well done background section sets the stage for the literature review.	Background section lacks depth and breadth.	Background section needs revision.	Background not done.
Literature review	Well researched and results synthesized into a cohesive section.	Researched and stated.	Research or evidence is mission and synthesis of literature not complete.	Not done or only done in cursory manner.
Advantages	All the advantages of the strategy are outlines.	Most of the advantages are outlined.	Advantages mentioned.	Not done.
Disadvantages	All the disadvantages of the strategy are outlines.	Most of the disadvantages are outlined.	Disadvantages mentioned.	Not done.
Summary & implications	Well integrated summary with logical conclusion.	Summary speaks to most of the important issues.	Summary incomplete.	Not done.
References	Adequate up-to-date references and evidence used.	Some evidence used.	Incomplete evidenced used.	Not done.

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

Department/ School__ _Nursing_____Date____8-30-11_____

Course No. or Level_**APRN 605**_Title_ **Curriculum Development and Program Evaluation**

Semester hours__**3**__Clock hours: Lecture____**3** (On-line)___Laboratory__**0**__

Prerequisites__ **None**

Enrollment expectation___**12**_____

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

modification_____**N/A**_____
(proposed change in course title, course description, course content or method of
instruction)

substitute_____**N/A**_____
(The proposed new course replaces a deleted course as a General Education or program
requirement.)

alternate_____**N/A**_____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description __**Ruth Wittmann-Price**

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation _____**Summer 2014**_____

Date of School/Department approval_____**October 4, 2011**_____

Catalog Description:
This course emphasizes different types of curricula used in nursing. It includes understanding of
accreditation processes using program outcomes. This course will familiarize students with
course sequencing, competency leveling, and learner outcomes. The content includes integration
of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing
Education, and The Joint Commission.

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Describe curriculum patterns that facilitate learning from simple to complex;
2. Understand how curriculum design guides teaching strategies;
3. Apply program evaluation processes to meet educational and accreditation outcomes;
4. Analyze the curriculum in relation to research and practice initiatives;
5. Describe the change processes involved in curriculum development and revision;
6. Use educational evidence in curriculum design;
7. Demonstrate how leading a curriculum change is disseminated to colleagues; and
8. Understand how the nursing curriculum fits into the institutional mission and framework.

Purpose:
1. This course will discuss different types of curriculum used in nursing education and in healthcare systems.
2. It will explore how a full curriculum is developed, the principles behind the development, and the sequencing of courses related to learner outcomes.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

Textbook(s):
Required:
Iwasiw, C., Goldenberg, D., & Andrusyszyn, M. (2009). *Curriculum development in nursing education*. Sudbury, MD: Jones and Bartlett Publishing. ISBN-13: 9780763755959

Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.

Course Content:

This course will discuss curriculum development and types of curricula in nursing education. Other topics will have to do with philosophical underpinnings, leveling of content and program outcomes.

Francis Marion University

Department of Nursing

Course Title:	Curriculum Development and Program Evaluation
Course Number:	APRN 605
Credit Hours:	(3)
Day and time:	TBA
Location:	TBA

Prerequisites: None

Faculty:
Office Number:
Office Phone:
E-mail:
Office hours:

Course Description:
This course emphasizes different types of curricula used in nursing. It includes understanding of accreditation processes using program outcomes. This course will familiarize students with course sequencing, competency leveling, and learner outcomes. The content includes integration of current clinical standards from the Institute of Medicine, Quality and Safety in Nursing Education, and The Joint Commission.

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METHODS OF EVALUATION:
Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Curriculum assessment	60%
Presentation of curriculum assessment	40%
TOTAL	**100%**

Classroom Grading Scale:

Alphabetic	Score
A	**94-100**
B+	**90-93**
B	**87-89**
C+	**83-86**
C	**80-82**
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Rounding
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Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition)*: *Academic Integrity.*

Code of Ethics

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

South Carolina Nurse Practice Act

Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation:* Board of Nursing, 2009). http://www.scstatehouse.gov/code/t40c033.htm

Computer Use

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

latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Graduate Student Handbook* for further computer, email, and hand-held device information.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	Understanding Curriculum in Nursing	Iwasiw et al., Chapter 1 Moyer & Wittmann-Price Chapter 5	
2.	Leading curriculum design	Iwasiw et al. Chapters 2 & 3	
3.	Curriculum organization	Iwasiw et al. Chapters 4 & 5	
4.	Types of curriculum design	Iwasiw et al. Chapter 6	
5.	Philosophical underpinnings of nursing curriculum	Iwasiw et al. Chapters 7 & 8	
6.	How courses fit	Iwasiw et al. Chapters 9 & 10	
7.	Planning a curriculum	Iwasiw et al. Chapters 11 & 12	
8.	Evaluation of curriculum	Iwasiw et al. Chapters 13 & 14	
9.	Curriculum assessment	Selected articles	
10.	Curriculum critique	Selected articles	
11.	Curriculum plan	Selected articles	
12.	Student presentations		
13.	Student presentations		
14.	Student presentations		

GRADING RUBRICS
1.   **Look at a type of curriculum and critique for the following areas.**
        Curriculum Assessment

	4 **Excellent**	3 **Well-done**	2 **Noted**	1 **Referred to**	0 **Not addressed**
Learning outcomes	Each learning outcome is measurable and complete.	Learning outcomes are stated with appropriate verbs but need specific measurements.	Assistance is needed in addressing proper verbs level.	Verbs and the measure of the outcomes need major revision.	Unable to identify outcome language.
Content	Content is complete and directly relates to the leaning outcomes.	Content is stated but lacks sufficient detail.	Content is stated.	Content is incomplete.	Content is missing or unrelated to learner outcomes.
Time management	All content has appropriate time allocation.	The main content was given enough attention.	Content was missed due to time constraints.	Important content was eliminated due to time factors.	Content and time allocations were mismatched.
Leveled	Content is appropriate leveled with rationale.	Content is leveled but evidence for placement is incomplete.	Leveling incomplete	Leveling needs revision.	Leveling not done.
Progression	Learner progression is well laid out and attainable.	Learner progression is appropriate but may not be attainable.	Progression policies are unclear.	Progression policies are lacking.	Not done.
Evaluation mechanism	Program outcomes are complete and directly relates to the leaning outcomes.	Program outcomes are stated but lack sufficient detail.	Program outcomes are stated.	Program outcomes are incomplete.	Program outcomes are missing or unrelated to learner outcomes.
Recom-mendations	Understanding of the assets and deficits	Need to developed the changes that	Does not provide recommendations for change or	Recommen-dations incomplete.	Not done.

	apparent.	would be made	improvement.		

2.   Presentation of Curriculum

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
The outcome was met well and no further improvements can be suggested	The majority of the outcome was met and minor improvements can be suggested.	The outcome was somewhat met with room for improvement in areas.	The outcome was mostly not met. Major improvements are needed.	The outcome was not met at all and the presentation style or technique needs refocusing.

VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1
3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1

13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____out of 100 possible = grade:_____

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

Department/ School__ _Nursing_____**Date**____8-30-11_____

Course No. or Level_**APRN 708**_Title_ **Academic Practicum**

Semester hours__**3**__Clock hours: Lecture_____**0**_(On-line)___Laboratory__**9**__

Prerequisites: **APRN 501, 502, 503, 504**

Enrollment expectation___**12**_____

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

     modification_____**N/A**_____
     (proposed change in course title, course description, course content or method of
instruction)

     substitute_____**N/A**_____
     (The proposed new course replaces a deleted course as a General Education or program
     requirement.)

     alternate_____**N/A**_____
     (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description __**Ruth Wittmann-Price**

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation_____**Spring 2014**

Date of School/Department approval__ _____**October 4, 2011**_____

Catalog description:
This course is a practicum course and will concentrate on developing an academic teaching/
learning session with a qualified preceptor. The expectations of this course are that students will
receive teaching experience in the classroom and will demonstrate skill and competency in
assessing learners' needs. The goal of the course is that students will develop and implement an
educational session, and evaluate learner knowledge acquisition.
.

~~This course is a practicum course and will concentrate on developing an academic teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the classroom. Students will demonstrate skill and competency in assessing learners' needs, developing and implementing an educational session, and evaluating learner knowledge acquisition.~~

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Develop a teaching plan which facilitates active classroom learning;
2. Recognizes different learning styles within one classroom;
3. Constructs a method to evaluate learning outcomes;
4. Discusses how learning session contributes to program outcomes;
5. Demonstrates competence and leadership in a didactic teaching process;
6. Integrates evidence into teaching plan development;
7. Discusses methods of enhancing the scholarship of teaching; and
8. Incorporates teaching session into developing academic portfolio.

Purpose:
This course will provide the learners with a semester of academic teaching with a preceptor.

Teaching Strategies:
Teaching strategies will consist of independent guidance and feedback, discussions, seminars, written assignments, and computer-assisted instructions.

Textbook(s):
Required:
Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.

Course Content:
This course will include the learner actually student teaching in a school of nursing at the associate or BSN level. The learner will develop a teaching plan, strategy, and evaluation tool for the session. If the learner who is not local they will video tape the session and mail the taped copy to the instructor.

Department of Nursing

Course Title:	Academic Practicum
Course Number:	APRN 708
Credit Hours:	(3: 9) (135 practicum hours)
Day and time:	TBA
Location:	TBA

Prerequisites: APRN 501, 502, 503, 504

Faculty:
 Office Number:
 Office Phone:
 E-mail:
 Office hours:

Course Description:
This course is a practicum course and will concentrate on developing an academic teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the classroom and will demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement an educational session, and evaluate learner knowledge acquisition.

~~This course is a practicum course and will concentrate on developing an academic teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the classroom. Students will demonstrate skill and competency in assessing learners' needs, developing and implementing an educational session, and evaluating learner knowledge acquisition.~~

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Develop a teaching plan which facilitates active classroom learning;
2. Recognizes different learning styles within one classroom;
3. Constructs a method to evaluate learning outcomes;
4. Discusses how learning session contributes to program outcomes;
5. Demonstrates competence and leadership in a didactic teaching process;
6. Integrates evidence into teaching plan development;
7. Discusses methods of enhancing the scholarship of teaching; and

8. Incorporates teaching session into developing academic portfolio.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

Textbook(s):
Required:
Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.

METHODS OF EVALUATION:
Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Learning assessment	20%
Learning plan	15%
Video of teaching experience	45%
Self, student, preceptor and faculty evaluation of experience	20%
Preceptor and faculty evaluation of hours with preceptor	P/F
TOTAL	**100%**

Classroom Grading Scale:

Alphabetic	Score
A	**94-100**
B+	**90-93**
B	**87-89**
C+	**83-86**
C	**80-82**
F	79 or below

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

and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Departmental Criteria: BLS, PPD, and immunizations *(Department of Nursing Graduate Student Handbook).*

Attendance Policy

The course requires the student to meet initially with the faculty member to establish a preceptor plan for the semester. Contracts and preceptor forms must be completed before the practicum hours begin. The student will check in with the faculty member every week via Blackboard learning System and the presentation date will be provided to the faculty member as soon as possible. The faculty will be present for the presentation if possible but the student must make accommodations to video tape the presentation.

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Graduate Student Handbooks (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition).* Refer also to the *Department of Nursing's Graduate Student Handbook (current edition).*

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved

accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition)*: *Academic Integrity.*

Code of Ethics

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

South Carolina Nurse Practice Act

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

http://www.scstatehouse.gov/code/t40c033.htm

Computer Use

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

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

CONTENT INFORMATION

Learning assessment	Due by week 3
Learning plan	Due by week 5
Video of teaching experience	Due by week 13
Self, student, preceptor and faculty evaluation of experience	Due by week 14
Preceptor and faculty evaluation of hours with preceptor	P/F Due by exam week

GRADING RUBRICS:

1. Learning Assessment

Complete a learning assessment of your group.   Use research to support your choice of topics and strategy. 5-8 Pages APA format.

	4	3	2	1
Title page APA format	APA followed	APA followed with minor difficulties in either title page, in text or bibliography referencing.	Need to refer to a reference or the Writing Center for APA.	APA not used.
Abstract	Describes the content of the paper succinctly.	Describes most of the important points of the paper.	Is more of an introduction than an abstract.	Not done.
Introduction	Introduces the topic and the importance.	Introduces the topic but does not set reader	Introduction needs revision.	Not identifiable.

		expectations.		
Background	Well done background section sets the stage for the literature review.	Background section lacks depth and breadth.	Background section needs revision.	Background not done.
Literature review	Well researched and results synthesized into a cohesive section.	Researched and stated.	Research or evidence is mission and synthesis of literature not complete.	Not done or only done in cursory manner.
Advantages	All the advantages of the strategy are outlines.	Most of the advantages are outlined.	Advantages mentioned.	Not done.
Disadvantages	All the disadvantages of the strategy are outlines.	Most of the disadvantages are outlined.	Disadvantages mentioned.	Not done.
Summary & implications	Well integrated summary with logical conclusion.	Summary speaks to most of the important issues.	Summary incomplete.	Not done.
References	Adequate up-to-date references and evidence used.	Some evidence used.	Incomplete evidenced used.	Not done.

Teaching Plan

	4 Excellent	3 Well-done	2 Noted	1 Referred to	0 Not addressed
Learning outcomes	Each learning outcome is measurable and complete.	Learning outcomes are stated with appropriate verbs but need specific measurements.	Assistance is needed in addressing proper verbs level.	Verbs and the measure of the outcomes need major revision.	Unable to identify outcome language.
Content	Content is complete and directly relates	Content is stated but lacks	Content is stated.	Content is incomplete.	Content is missing or unrelated to

	to the leaning outcomes.	sufficient detail.			learner outcomes.
Time management	All content has appropriate time allocation.	The main content was given enough attention.	Content was missed due to time constraints.	Important content was eliminated due to time factors.	Content and time allocations were mismatched.
Appropriate strategy	Excellent teaching strategies for the content.	Teaching strategies were affective for most of the time.	Teaching strategies did not hold learner attention for the entire session.	Teaching strategies were not well conducted.	Teaching strategies were inappropriate or poorly organized.
Evaluation mechanism	All learning outcomes were evaluated.	Most learning outcomes were evaluated.	Some of the outcomes were met.	There was poor representation of the learning outcomes in the evaluation process.	The evaluation process did not address the learning outcomes.

3. Video of Teaching Experience

Presentation of Teaching Strategy

5 = Strongly Agree	4 = Agree	3 = Undecided	2 = Disagree	1 = Strongly Disagree
The outcome was met well and no further improvements can be suggested	The majority of the outcome was met and minor improvements can be suggested.	The outcome was somewhat met with room for improvement in areas.	The outcome was mostly not met. Major improvements are needed.	The outcome was not met at all and the presentation style or technique needs refocusing.

VERBAL COMMUNICATION TECHNIQUES					
1. Was the purpose of the communication presented initially (objectives provided)?	5	4	3	2	1
2. Did the communicator present information that was appropriate & relevant for the receiver?	5	4	3	2	1

3. Was the communicator clear and concise therefore using time appropriately?	5	4	3	2	1
4. Was the language appropriate for the receiver?	5	4	3	2	1
5. Was the communication gender neutral?	5	4	3	2	1
6. Was the communication culturally sensitive?	5	4	3	2	1
7. Did periods of silence demonstrate thoughtfulness about information?	5	4	3	2	1
8. Did the communicator present as knowledgeable and provide accurate, organized information?	5	4	3	2	1
9. Were questions dealt with appropriately (given thought, encouragement and answered accurately)?	5	4	3	2	1
10. Did the communicator indicate verbally that he/she was paying attention (actively listening) to the receiver(s) questions?	5	4	3	2	1
11. Did the communicator encourage the receiver(s) to participate in discussion?	5	4	3	2	1
12. Did the communicator appeal to multiple senses of the receiver by providing a variety of communication methods (handouts, visuals, auditory reinforcements) as appropriate?	5	4	3	2	1
13. Did the communicator provide professional (peer reviewed) references about the information presented?	5	4	3	2	1
NON VERBAL COMMUNICATION TECHNIQUES					
14. Did the communicator present a professional, positive self-image?	5	4	3	2	1
15. Did the communicator present in a relaxed and unhurried manner (ex: body posture)?	5	4	3	2	1
16. Did the communicator engage with the receiver(s) or audience (sensitive to receiver)?	5	4	3	2	1
17. Did the communicator demonstrate an open attitude (ex: did not cross arms, hurry or turn away, tone)?	5	4	3	2	1
18. Was the communicator demonstrating cultural awareness (ex: personal space, eye contact)?	5	4	3	2	1
19. Was non-verbal communication congruent with verbal communication?	5	4	3	2	1
20. Did the nonverbal cues convey appropriate control and status (command of subject without speaking "down" to receiver)?	5	4	3	2	1

Points attained: _____out of 100 possible = grade:_____

4.   Evaluation of the experience

Submit student and preceptor evaluations and a 1-2 page self-reflective paper on your teaching/ learning session.

Self- evaluation	25%
Student evaluation	25%
Preceptor evaluation	25%
Faculty evaluation	25%

5. Submission of hours
Pass/ Fail

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

Department/ School__ _Nursing_____Date___8-30-11_____

Course No. or Level_**APRN 709**_Title_ **Clinical Practicum**

Semester hours__**3**__Clock hours: Lecture____**0**_(On-line)___Laboratory__**9**__

Prerequisites: **APRN 501, 502, 503, 504**

Enrollment expectation___**12**_____

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

        modification_____**N/A**_____
        (proposed change in course title, course description, course content or method of
instruction)

        substitute_____**N/A**_____
        (The proposed new course replaces a deleted course as a General Education or program
        requirement.)

        alternate_____**N/A**_____
        (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description __**Ruth Wittmann-Price**

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation_____**Fall 2014**

Date of School/Department approval_____**October 4, 2011**_____

Catalog Description:
This course is a practicum course and will concentrate on developing a clinical teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical skill attainment. ~~This course is a practicum course and will concentrate on developing a clinical teaching/ learning session with a qualified preceptor. The expectations of this course are that the students that students will receive teaching experience in the clinical domain. Students will demonstrate skill and competency in assessing learners' needs, developing and implementing educational sessions and clinical skill attainment, as well evaluating learner knowledge acquisition.~~

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Develop a teaching plan which facilitates active clinical learning;
2. Recognizes different learning styles within any one group of learners;
3. Constructs a method to evaluate psychomotor, cognitive, and affective learning outcomes;
4. Discusses how learning session contributes to course or organizational outcomes;
5. Demonstrates competence and leadership in a clinical teaching process;
6. Integrates evidence into teaching plan development;
7. Discusses methods of enhancing the scholarship of clinical teaching; and
8. Incorporates clinical teaching into current healthcare organization.

Purpose:
This course will provide the learners with a semester of clinical teaching with a preceptor.

Teaching Strategies:
Teaching strategies will consist of independent guidance and feedback, discussions, seminars, written assignments, and computer-assisted instructions.

Textbook(s):
Required:
Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.
O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed). Sudbury, MA: Jones and Barlett. ISBN # 13:978-0-3858-7.

Course Content
This course will include the teaching student or staff nurses in a clinical setting. The learner will develop a teaching plan, strategy, and evaluation tool for the sessions. If the student is not local he/she will video tape the session and mail the taped copy to the instructor.

Department of Nursing

Course Title:	Clinical Practicum
Course Number:	APRN 709
Credit Hours:	(3: 0, 9) (135 practicum hours)
Day and time:	TBA
Location:	TBA

Prerequisites:	APRN 501, 502, 503, 504

Faculty:
 Office Number:
 Office Phone:
 E-mail:
 Office hours:

Course Description:
This course is a practicum course and will concentrate on developing a clinical teaching/ learning session with a qualified preceptor. The expectations of this course are that students will receive teaching experience in the clinical domain and demonstrate skill and competency in assessing learners' needs. The goal of the course is that students will develop and implement educational sessions, as well as evaluate learner knowledge acquisition and clinical skill attainment. ~~This course is a practicum course and will concentrate on developing a clinical teaching/ learning session with a qualified preceptor. The expectations of this course are that the students that students will receive teaching experience in the clinical domain. Students will demonstrate skill and competency in assessing learners' needs, developing and implementing educational sessions and clinical skill attainment, as well evaluating learner knowledge acquisition.~~

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Develop a teaching plan which facilitates active clinical learning;
2. Recognizes different learning styles within any one group of learners;
3. Constructs a method to evaluate psychomotor, cognitive, and affective learning outcomes;
4. Discusses how learning session contributes to course or organizational outcomes;
5. Demonstrates competence and leadership in a clinical teaching process;
6. Integrates evidence into teaching plan development;
7. Discusses methods of enhancing the scholarship of clinical teaching; and
8. Incorporates clinical teaching into current healthcare organization.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

Textbook(s):
Required:
Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations for Practice Excellence* (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.
O'Connor, A. B. (2006). *Clinical instruction and evaluation: A teaching resource* (2nd ed). Sudbury, MA: Jones and Barlett. ISBN # 13:978-0-3858-7.

METHODS OF EVALUATION:
Successful completion of this course is dependent upon earning grades of C or better.

Classroom Evaluation Methods:

Pre-conference	30%
Post conference	30%
Self, student, preceptor and faculty evaluation of experience	40%
Preceptor and faculty evaluation of hours with preceptor	P/F
TOTAL	**100%**

Classroom Grading Scale:

Alphabetic	Score
A	**94-100**
B+	**90-93**
B	**87-89**

C+	83-86
C	80-82
F	79 or below

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.
Departmental Criteria: BLS, PPD, and immunizations *(Department of Nursing Graduate Student Handbook).*

Attendance Policy

The course requires the student to meet initially with the faculty member to establish a preceptor plan for the semester. Contracts and preceptor forms must be completed before the practicum hours begin. The student will check in with the faculty member every week via Blackboard learning System and the presentation date will be provided to the faculty member as soon as possible. The faculty will be present for the presentation if possible but the student must make accommodations to video tape the presentation.

Dress Code

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Refer to *Department of Graduate Student Handbooks (current edition)*. When students are in the clinical area completing practicum hours, they are to wear their FMU graduate student ID tag and identify themselves as such to patients and all professionals.

Grievance Procedures

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook (current edition)*. Refer also to the *Department of Nursing's Graduate Student Handbook (current edition)*.

ACADEMIC INFORMATION

Americans with Disabilities Act (ADA):

If you have a documented disability and require special assistance or accommodations, contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). No accommodations will be made without proper documentation from the University Counseling and Testing Center. The student must provide documentation indicating the accommodations approved by the staff of the Counseling and Testing Center to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

A student who is referred to the University's Counseling and Testing Center during the semester and if accommodations are approved by the staff of the Counseling and Testing Center, the student must immediately provide documentation to the course coordinator and/or clinical instructor. The student must request in writing the accommodations approved by the staff of the Counseling and Testing Center and meet with the course coordinator before any accommodations will be made. The student must adhere to these accommodations throughout the semester. The student must provide documentation of approved accommodations, request accommodations, and meet with all course faculty prior to first day of class in subsequent semesters.

Student Responsibilities

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

Academic Dishonesty

See Honor Code found in the *University Student Hand Book: Rights and Responsibilities Standards of Conduct (current edition).* All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Student Handbook (current edition)*: *Academic Integrity.*

Code of Ethics

The Department of Nursing subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook* and *Catalog (current editions).* The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional

endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Graduate Student Handbook (current edition)*: Academic Integrity and http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

South Carolina Nurse Practice Act

   Students must abide by the South Carolina Nurse Practice Act for APRNs (*South Carolina Department of Labor, Licensing, and Regulation:* Board of Nursing, 2009). http://www.scstatehouse.gov/code/t40c033.htm

Computer Use

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

Disclaimer

   Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives.

GRADING RUBRICS:

1. Pre-Conference

	4 **Excellent**	3 **Well-done**	2 **Noted**	1 **Referred to**	0 **Not addressed**
Learning outcomes	Each learning outcome is measurable and complete.	Learning outcomes are stated with appropriate verbs but need specific measurements.	Assistance is needed in addressing proper verbs level.	Verbs and the measure of the outcomes need major revision.	Unable to identify outcome language.
Content	Content is complete and directly relates to the leaning outcomes.	Content is stated but lacks sufficient detail.	Content is stated.	Content is incomplete.	Content is missing or unrelated to learner outcomes.
Time management	All content has appropriate time allocation.	The main content was given enough attention.	Content was missed due to time constraints.	Important content was eliminated due to time factors.	Content and time allocations were mismatched.
Appropriate strategy	Excellent teaching strategies for the content.	Teaching strategies were affective for most of the time.	Teaching strategies did not hold learner attention for the entire session.	Teaching strategies were not well conducted.	Teaching strategies were inappropriate or poorly organized.

2. Post-conference

	4 Excellent	3 Well-done	2 Noted	1 Referred to	0 Not addressed
Time management	All content has appropriate time allocation.	The main content was given enough attention.	Content was missed due to time constraints.	Important content was eliminated due to time factors.	Content and time allocations were mismatched.
Appropriate strategy	Excellent teaching strategies for the content.	Teaching strategies were affective for most of the time.	Teaching strategies did not hold learner attention for the entire session.	Teaching strategies were not well conducted.	Teaching strategies were inappropriate or poorly organized.
Evaluation mechanism	All learning outcomes were evaluated.	Most learning outcomes were evaluated.	Some of the outcomes were met.	There was poor representation of the learning outcomes in the evaluation process.	The evaluation process did not address the learning outcomes.

3. Evaluation of clinical / simulation teaching

Self- evaluation	25%
Student evaluation	25%
Preceptor evaluation	25%
Faculty evaluation	25%

4. Submission of hours
Pass/ Fail

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

Department/ School___Nursing_____Date____8-30-11_____

Course No. or Level_**APRN 710**_Title_ **Educational Capstone Seminar**

Semester hours__**3**__Clock hours: Lecture____**3** (On-line)___Laboratory__**0**__

Prerequisites: **APRN 501, 502, 503, 504**
Prerequisite/corequisite: **APRN 604, 605, EDUC 621, 622, 742**

Enrollment expectation___**12**_____

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

        modification_____**N/A**_____
        (proposed change in course title, course description, course content or method of
instruction)

        substitute_____**N/A**_____
        (The proposed new course replaces a deleted course as a General Education or program
        requirement.)

        alternate_____**N/A**_____
        (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description __**Ruth Wittmann-Price**

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation_____**Fall 2014**

Date of School/Department approval_____**October 4, 2011_____**

Catalog Description:
This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a profession plan and skills in interviewing and presentation.
~~This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Learners will develop a profession plan and skills in interviewing and presentation.~~

Learning Outcomes: At the conclusion of this course, the learner will be able to:
1. Develop a career trajectory;
2. Understand educational environments and nursing as an academic discipline;
3. Discuss faculty outcomes and contributions to an education system;
4. Demonstrates competence and leadership in nursing education;
5. Integrates evidence, ethical, and league issues into teaching development;
6. Discusses methods of enhancing the scholarship of teaching; and
7. Develop an academic portfolio.

Purpose:
1. This course will provide the learner with a semester of seminar topics regarding clinical teaching, and higher education.
2. It will include legal and ethical principles as well as future roles of nursing educators.

Teaching Strategies:
Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, and computer-assisted instructions.

Textbook(s):
Required:
Benner, P. et al. (2009). Educating Nurses: A Call for Radical Transformation (Jossey-
    Bass/Carnegie Foundation for the Advancement of Teaching Series) (12/9/2009)
Moyer, B. A. & Wittmann-Price, R. A. (Editors) (2007). *Nursing Education: Foundations*
    for Practice Excellence (ISBN-13: 978-0-8036-1404-8) Philadelphia: F. A. Davis.
Wittmann-Price, R. A. & Godshall, M. (Editors) (2009). *Certified Nurse Educator (CNE)*
    Review Manual. NYC: Springer Publ.
Wittmann-Price, R. A. (2011). *Fast Facts for Developing a Nursing Academic*
    Portfolio: What You Really Need to Know in a Nutshell. NYC: Springer Publishing.

Course Content:
This is a seminar course with topics such as academic career advancement, tenure, promotion, legal and ethical issues in nursing education, ADA implications.

Department of Nursing

Course Title:	Educational Capstone Seminar
Course Number:	APRN 710
Credit Hours:	(3)
Day and time:	TBA
Location:	TBA

Prerequisites:	APRN 501, 502, 503, 504, 604, 605
Prerequisite/corequisite:	APRN 604, 605, EDUC 621, 622, 742

Faculty:
 Office Number:
 Office Phone:
 E-mail:
 Office hours:

Course Description:
This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Students will develop a profession plan and skills in interviewing and presentation.

This seminar course addresses academic environment, career and portfolio development, as well as future trends for nursing education and nurse educators. Learners will develop a profession plan and skills in interviewing and presentation.

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Wittmann-Price, R. A. (2012). *Fast Facts for Developing a Nursing Academic Portfolio*: *What You Really Need to Know in a Nutshell*. NYC: Springer Publishing**.**

METHODS OF EVALUATION:
Successful completion of this course is dependent upon earning grades of C or better.
Classroom Evaluation Methods:

Legal case study review	15%
Ethical case study review	15%
Contemporary issue paper	35%
Academic portfolio	40%
TOTAL	**100%**

Classroom Grading Scale:

Alphabetic	Score
A	**94-100**
B+	**90-93**
B	**87-89**
C+	**83-86**

C	80-82
F	79 or below

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Departmental Criteria: BLS, PPD, and immunizations *(Department of Nursing Graduate Student Handbook).*

Attendance Policy

     The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. If a student is absent more than twice the number of required class or laboratory sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor. Individual instructors may choose alternative requirements for attendance. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*University Catalog, p. 199*). Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations (scheduled tests/exams).

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CONTENT INFORMATION

Topical Outline

Week/ date	Content:	Resources:	Evaluation Methods:
1.	AAUP Tenure and promotion	Wittmann-Price & Godshall chapter 8	
2.	Portfolios	Wittmann-Price full book	
3.	Legal issues in nursing	Speaker	
4.	Ethical issues in nursing	Speaker	
5.	Examining the QSEN and IOM call for future change	Selected articles	
6.	The teaching crises	Benner et al. Chapters 1 - 4	
7.	Teaching today's students for the future of healthcare	Benner et al. Chapters 5 & 6	
8.	Student moral development	Benner et al. Chapters 10 - 12	
9.	Rethinking clinical education	Benner et al. Chapters 7 - 9	
10.	Women in academia	Selected articles	
11.	Increasing diversity in nurse educators	Selected articles	
12.	Student presentations		
13.	Student presentations		
14.	Student presentations		

GRADING RUBRICS

1. Legal Case Review

	4	**3**	**2**	**1**
APA format	APA followed	APA followed with minor difficulties in either title page, in text or bibliography referencing.	Need to refer to a reference or the Writing Center for APA.	APA not used.
Abstract	Describes the content of the paper succinctly.	Describes most of the important points of the paper.	Is more of an introduction than an abstract.	Not done.
Situation	Introduces the topic and the importance.	Introduces the topic but does not set reader expectations.	Introduction needs revision.	Not identifiable.
Background	Well done background section sets the stage for the literature review.	Background section lacks depth and breadth.	Background section needs revision.	Background not done.
Assessment	Well researched and results synthesized into a cohesive section.	Researched and stated.	Research or evidence is mission and synthesis of literature not complete.	Not done or only done in cursory manner.
Recommendation	Well integrated Recommendations for practice with logical conclusion.	Recommendations for practice speak to most of the important issues.	Recommendations for practice incomplete.	Not done.
References	Adequate up-to-date references and evidence used.	Some evidence used.	Incomplete evidenced used.	Not done.

2. **Ethical Case Review**

	4	**3**	**2**	**1**
APA format	APA followed	APA followed with minor difficulties in either title page, in text or bibliography referencing.	Need to refer to a reference or the Writing Center for APA.	APA not used.
Abstract	Describes the content of the paper succinctly.	Describes most of the important points of the paper.	Is more of an introduction than an abstract.	Not done.
Situation	Introduces the topic and the importance.	Introduces the topic but does not set reader expectations.	Introduction needs revision.	Not identifiable.
Background	Well done background section sets the stage for the literature review.	Background section lacks depth and breadth.	Background section needs revision.	Background not done.
Assessment	Well researched and results synthesized into a cohesive section.	Researched and stated.	Research or evidence is mission and synthesis of literature not complete.	Not done or only done in cursory manner.
Recommendation	Well integrated Recommendations for practice with logical conclusion.	Recommendations for practice speak to most of the important issues.	Recommendations for practice incomplete.	Not done.
References	Adequate up-to-date references and evidence used.	Some evidence used.	Incomplete evidenced used.	Not done.

3.   Contemporary Issue Paper

	4	3	2	1
APA format	APA followed	APA followed with minor difficulties in either title page, in text or bibliography referencing.	Need to refer to a reference or the Writing Center for APA.	APA not used.
Abstract	Describes the content of the paper succinctly.	Describes most of the important points of the paper.	Is more of an introduction than an abstract.	Not done.
Situation	Introduces the topic and the importance.	Introduces the topic but does not set reader expectations.	Introduction needs revision.	Not identifiable.
Background	Well done background section sets the stage for the literature review.	Background section lacks depth and breadth.	Background section needs revision.	Background not done.
Assessment	Well researched and results synthesized into a cohesive section.	Researched and stated.	Research or evidence is mission and synthesis of literature not complete.	Not done or only done in cursory manner.
Recommendation	Well integrated Recommendations for practice with logical conclusion.	Recommendations for practice speak to most of the important issues.	Recommendations for practice incomplete.	Not done.
References	Adequate up-to-date references and evidence used.	Some evidence used.	Incomplete evidenced used.	Not done.

4. Portfolio Development

Portfolio Grading	0 Not done	1 Minimally completed	2 Mostly completed	3 Completed well
Personal statement	Not done	Needs major revision to include important aspects.	Needs some revision to emphasize important aspects.	States exactly the purpose and what will be discussed in the rest of the personal statement
Teaching Philosophy and Goals (one page)	Not done	Needs major revision to include important aspects.	Needs some revision to emphasize important aspects.	Teaching philosophy is well articulated and carried through in entire teaching section.
Scholarship	Not done	Needs major revision to include important aspects.	Needs some revision to emphasize important aspects.	Scholarship is well described.
Service	Not done	Needs major revision to include important aspects.	Needs some revision to emphasize important aspects.	Service is well described and includes all types and levels of service.
Evidence	Not done	Evidence is lacking.	Needs some inclusions to note important points.	Exemplars are excellent.
Portfolio (presentation, information, and emphasis)	Needs major revision.	Lacks organization and/ or professional appearance.	Needs organization.	Organized and professional.

Course Modification Form (changes are identified in red)

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

Department/School   **EDUCATION**   Date   **8/19/09**

Course No. or Level   **EDUC 555**

Title   Introduction to Educational Programs for Children of Poverty

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

Prerequisites   Permission of the Graduate School of Education

Enrollment expectation   30

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

> **Modification** _____EDUC 555_____
> (proposed change in course title, course description, course content or method of instruction)

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

> **Alternate** _____n/a_____
> (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description   ___TAMMY PAWLOSKI_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____SUMMER 2012_____

Date of School/Department approval _____XXXXX_____

Catalog description:
> This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.   This course is required for all Center of Excellence Scholars.

Purpose: **1.   For Whom (generally?)**
This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking designation as a Center of Excellence Scholar through the FMU School of Education.

2.   What should the course do for the student?
This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.   This course is required for all Center of Excellence Scholars.

Ultimately, it is designed to help solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. This course will become the introductory requirement of the Center of Excellence Scholars program, a professional development program to be sponsored by FMU's Center of Excellence to Prepare Teachers of Children of Poverty.   It is expected that it will also be the introductory course in a series of four courses that will lead to Add-On Certification – Teaching Children of Poverty awarded by the South Carolina State Department of Education.

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

This course will include the use of the following teaching methods:
- Lecture
- Small and Large Group Traditional and Action Research-Based Activities
- Role play
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

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

The materials listed below are a portion of the holdings of the FMU Center of Excellence to Prepare Teachers of Children of Poverty Resource Library:

Books

Poverty Children and Their Language	Adler, S.
What Really Matters for Struggling Readers	Allington, R.
Schools that Work: Where all Children Read and Write	Allington, R. & Cunningham, P.
Service-Learning in Teacher Education	Anderson, J., Swick, K. J., & Yff, J.
A Taxonomy for Learning, Teaching, and Assessing – Revision of Bloom's Taxonomy (Abridged edition)	Anderson, L. W. and Krathwohl, D. R.
Reading First and Beyond	Block, C. & Israel, S.
Raising Lifelong Learners	Calkins, L.

Differential Assessment Strategies: One Tool Doesn't Fit All	Chapman, C. & King, R.
Six Pathways to Healthy Child Development and Academic Success	Comer, J. P., Joyner, E. T., Ben-Avie, M.
Classrooms that Work: They Can All Read and Write	Cunningham, P. & Allington, R.
The Three Minute Classroom Walk-Though	Downey, C., Steffy, B., English, F., Frase, L. & Poston, W.
Reaching and Teaching Children Who are Victims of Poverty	Duhon-Ross, A.
Years of Poverty, Years of Plenty	Duncan, G.
Putting the Pieces Together	Ellis, K.
School, Family, and Community Partnerships	Epstein, J, Sanders, M., Simon, B., Salina, K., Jansorn, N., & Voorhis, F.
Handbook of Classroom Management	Evertson, C. & Weinstein, C.
Differentiating Instruction with Style	Gregory, G.
Differential Instructional Strategies	Gregory, G & Chapman, C.
Data Driven Differentiation in the Standards-Based Classroom	Gregory, G & Kuzmich, L.
Star Principals Serving Children in Poverty	Haberman, M.
Star Teachers of Children in Poverty	Haberman, M.
Individualizing Professional Development	Husby, V.
Critical Knowledge for Diverse Teachers and Learners	Irvine, J.
Dynamic Instructional Leadership	Joyner, E. T., Ben-Avie, M., Comer, J. P.
Building Background Knowledge for Academic Achievement	Marzano. R.
Building Academic Vocabulary	Marzano, R. & Pickering, D.
Teach Them All to Read	McEwan, E.
A Framework for Understanding Poverty	Payne, R.
Crossing the Tracks for Love	Payne, R.
Understanding Learning: the How, the Why, the What	Payne, R.
What Every Church Member Should Know About Poverty	Payne, R. & Ehlig, B.
Hidden Rules of Class at Work	Payne, R. & Krabill, D.
Bridges Out of Poverty	Payne, R., DeVol, P., & Smith, T.
The Action Research Guidebook	Sagor, R.
Living on a Tightrope: a Survival Guide for Principals	Sommers, B. & Payne, R.
Aligning and Balancing the Standards-Based Curriculum	Squires, D.
10 Best Teaching Practices	Tileston, D.
Relationship-Driven Classroom Management	Vitto, J.

Media
"Conrack" (VHS)
Corridor of Shame: The Neglect of South Carolina's Rural Schools   (DVD)
What Every Church Member Should Know about Poverty: Sermons (Cassettes)
The Water is Wide (DVD)

Training Materials
Framework for Understanding Poverty: 2 day Workshop   (Set of 5 CDs)
Rita's Stories   (VHS) (Companion to "Framework for Understanding Poverty")

Journal/Magazine Articles

- **Newsweek Health, Sept. 11, 2006 issue: The New First Grade: Too Much Too Soon?**
- **Decatur Daily News, Sept. 06, 2005 issue: Children and poverty: How teachers overcome barriers.**
- **The Item, Sumter, SC, October 22, 2006 issue: "How do you get out of poverty"**
    - **(Month-long series, click Poverty at top of page to view all the articles in the series)**
- **The Achievement Gap: Overcoming the Income Gap (article) INFOBRIEF**
- **Recent Research on the Achievement Gap**
- **Education Week article "From Cradle to Career - Connecting American Education From Birth Through Adulthood"**
- **"Poverty in America with Some Focus on South Carolina" by Richard D. Young**
- **"The Effects of Poverty on Teaching and Learning" by Karen M. Pellino**
- **edweek.org Online Chat – Feb. 12, 2007 - Topic: Educational Equity on Trial**
- **National Center for Children of Poverty article, Sept. 2006**
    - **"Effective Preschool Curricular and Teaching Strategies"**
- **Creating Good Schools for Children in Poverty Through Title 1 Schoolwide Programs**
- **Education World Wire Side Charts – How Understanding Poverty Can Help Low-Income Children Learn**
- **Rand Corporation – Children at Risk - Consequences for School Readiness and Beyond**
- **Preparing teachers for children in poverty…**
- **http://www2.edtrust.org/EdTrust/Press+Room/High+School+2005.htm**
- **http://www2.edtrust.org/EdTrust/Press+Room/Funding+Gap+2005.htm**
- **http://www.usatoday.com/news/education/2006-04-26-teachers-poor_x.htm**
- **http://search.learningpt.org/query.html?qt=achievement+gap**
    - **"Breaking the Link Between Teacher Expectations and Black Students' Performance"**
    - **"Teachers Make a Difference in Student Performance"**
    - **"Researchers Offer Lessons Learned to Overcome the Achievement Gap"**
- **http://www-gse.berkeley.edu/research/crede/tools/aera/position_paper.html**
    - **"Closing the Achievement Gap Through Teacher Preparation"**
- **http://www.edexcellence.net/foundation/publication/publication.cfm?id=363**
    - **"How Well Are States Educating Our Neediest Children"**
- **http://www.nwea.org/assets/research/national/AchGap_11.11.061.pdf**
    - **"Achievement Gap: An Examination of Differences in Student Achievement and Growth"**
- **Risk and Protective Factors for Childhood Vulnerability**
    - **Dr. Doug Willms (2007 COE Spring Colloquium speaker)**
- **http://www.edweek.org/ew/articles/2007/01/04/17wellbeing.h26.html**
- **http://www.thestate.com/editorial-columns/story/185851.html**
    - **"Schools Can't Repair All of Poverty's Ills"**
- **http://news.bbc.co.uk/2/hi/uk_news/education/6982090.stm**
    - **Schools alone 'cannot help poor' – BBC News**
- **http://findarticles.com/p/articles/mi_qa3785/is_199809/ai_n8814936**
    - **Teaching for Meaning in High-Poverty Classrooms – www.FindArticles.com**
- **Preparing Teachers for Children in Poverty** – The School Administrator – Dec. 05
- **http://www.childtrendsdatabank.org/indicators/4Poverty.cfm**
    - **Children in Poverty**
- **http://www.uwsp.edu/Education/lwilson/poems/dressings.htm**
    - **Poem: Dressings**
- **http://www.prb.org/Articles/2008/childpoverty.aspx**
    - **Child Poverty is Highest in Rural Counties in U.S.**
- **http://www.ncfr.org/about/news_read.asp?id=1070**
    - **National Council on Family Relations – "Future of Children Fall 2007 Journal"**
- **Researchers Gain Understanding of How Poverty Alters the Brain**

- **Poor Rural Children Attract Close Study**
- **What We All (Supposedly) Know About the Poor: A Critical Discourse Analysis of Ruby Payne's "Framework." – Available in the Center of Excellence Office Resource Library**

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

This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.   This course is required for all Center of Excellence Scholars.

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

1. **Life in Poverty**
   a. Necessary Resources for Success
   b. Risk Indicators and Contextual Risk Factors
   c. Health Issues, Signs and Symptoms
   d. The "Hidden Rules of Poverty"
   e. Generational vs. Situational Poverty
   f. Family-based Relationships and Role Models
   g. Self-efficacy, Learned Helplessness, Learned Optimism
   h. Service Learning
2. **The Classroom Community**
   a. Self-efficacy and Achievement
   b. Motivation and Engagement
   c. School-based Relationships and Role Models
   d. Relationship Driven Classroom Management Plans

3. **Family and Community Partnerships**
   a. Family Structures that Impact Partnerships and Strategies
   b. A Framework for Partnerships
      1. Parenting
      2. Communicating
      3. Volunteering
      4. Learning at Home
      5. Decision Making
      6. Collaborating with Community
   c. Service Learning
4. **Curriculum Design, Instructional Strategies & Assessment**
   a. Background Knowledge
   b. Language and Literacy
      1. Language-oriented background knowledge and experiences
      2. Language rich classrooms
      3. Struggling readers
   c. Curriculum Design
      1. Growth and development as it drives curriculum design
      2. Alignment of curriculum with instruction and assessment
      3. Appropriate instructional strategies
      4. Metacognitive strategies that facilitate student learning
      5. Horizontal and vertical teaching teams

       d. Assessment
           1. Authentic assessment
           2. Formative assessment strategies
           3. Summative assessment strategies
           4. Assessment data and effective instructional planning
           5. Assessment data organized by poverty subgroups

5. Teachers as Learners, Leaders and Advocates
       a. The Teacher as a Learner
           1. Self-reflection and self-evaluation
           2. The responsibilities of role models
           3. Teacher qualities that result in student success
       b. The Teacher as a Leader
           1. Ways teachers lead
           2. Leadership through professional organization membership/participation
       c. The Teacher as an Advocate for Children of Poverty
           1. The importance of advocacy
           2. Strategies for advocacy

(Syllabus attached)

When completed, forward to the Office of the Provost.   9/03

New Course Syllabus   (changes are identified in red)

Introduction to Educational Programs for Children of Poverty
EDUC 555 Graduate

Instructor: Dr. Tammy Pawloski
Office: CFC 119, 661-1475   **Home:**
Office Hours:
E-mail: tpawloski@fmarion.edu
Prerequisites: Permission of the Graduate School of Education
Corequisities: None
Meeting Times: _____
Meeting Location: _____

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

II.   Caring teachers possess
    Professional Dispositions
    A.   Exhibits professional attributes
    B.   Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that <u>all</u> <u>students</u> <u>can</u> <u>learn</u> regardless of their backgrounds.
    C.   Upholds Ethical and Professional Standards
    D.   Shows respect for families, cultures and communities and demonstrates a <u>sense of fairness</u> and respect to all participants within each group.
    E.   Shows respect for colleagues, P -12 students, faculty and staff

Course Description
This course and its required clinical experiences are designed to provide graduate students with an initial study of issues related to life in poverty and the impact poverty has on teaching and learning. The course includes an introductory study of six standards for teachers of children of poverty including the following: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.   This course is required for all Center of Excellence Scholars.

Objectives

Upon completion of the course, the graduate student in education will be able to:

Objective
Demonstrate an understanding of the culture of poverty.
Develop a plan for building a relationship driven classroom community.
Develop a plan for building family and community partnerships in schools that serve children of poverty.
Design curriculum, instructional strategies and assessments appropriate for the unique needs of children of poverty.
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

Texts *(all texts are recommended only)*

Anderson, Lorin W. and Krathwohl, David R. (2001). *A taxonomy for learning, teaching, and assessing Revision of Bloom's Taxonomy (Abridged edition).*New York: Longman.
Epstein, J., Sanders, M., Simon, B., Salina, K., Jansorn, N., and Voorhis, F. (2002). *School, family and community partnerships.* Thousand Oaks, CA: Corwin Press, Inc.
Haberman, M. (1995). *Star teachers of children in poverty.* West Lafayette, Indiana: Kappa Delta Pi.
Marzano, R. (2004). *Building background knowledge for academic achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.
Payne, R. (2005). *A framework for understanding poverty.* United States: aha! Process, Inc.
Sagor, R. (2005). *The action research guidebook.* Thousand Oaks, CA: Corwin Press*.*
Vitto, J. (2003). *Relationship-driven classroom management.* Thousand Oaks, CA: Corwin Press*.*

Content Outline

This course will address the content areas listed below.

1. **Life in Poverty**
    a. Necessary Resources for Success
    b. Risk Indicators and Contextual Risk Factors
    c. Health Issues, Signs and Symptoms
    d. The "Hidden Rules of Poverty"
    e. Generational vs. Situational Poverty
    f. Family-based Relationships and Role Models
    g. Self-efficacy, Learned Helplessness, Learned Optimism
    h. Service Learning
2. **The Classroom Community**
    a. Self-efficacy and Achievement
    b. Motivation and Engagement
    c. School-based Relationships and Role Models
    d. Relationship Driven Classroom Management Plans
3. **Family and Community Partnerships**
    a. Family Structures that Impact Partnerships and Strategies
    b. A Framework for Partnerships

        i.   Parenting
        ii.   Communicating
        iii.   Volunteering
        iv.   Learning at Home
        v.   Decision Making
        vi.   Collaborating with Community
    c. Service Learning

4. Curriculum Design, Instructional Strategies & Assessment

    a. Background Knowledge
    b. Language and Literacy
        i.   Language-oriented background knowledge and experiences
        ii.   Language rich classrooms
        iii.   Struggling readers
    c. Curriculum Design
        i.   Growth and development as it drives curriculum design
        ii.   Alignment of curriculum with instruction and assessment
        iii.   Appropriate instructional strategies
        iv.   Metacognitive strategies that facilitate student learning
        v.   Horizontal and vertical teaching teams
    d. Assessment
        i.   Authentic assessment
        ii.   Formative assessment strategies
        iii.   Summative assessment strategies
        iv.   Assessment data and effective instructional planning
        v.   Assessment data organized by poverty subgroups

5. Teachers as Learners, Leaders and Advocates

    a. The Teacher as a Learner
        i.   Self-reflection and self-evaluation
        ii.   The responsibilities of role models
        iii.   Teacher qualities that result in student success
    b. The Teacher as a Leader
        i. Ways teachers lead
        ii. Leadership through professional organization membership/participation
    c. The Teacher as an advocate for children of poverty
        i. The importance of advocacy
        ii. Strategies for advocacy

Methods of Presentation

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

This course will include the use of the following teaching methods:
- Lecture
- Small and Large Group Traditional and Action Research-Based Activities
- Role play
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

Description of Teaching Strategies and Course Activities

Strategy	Course Activities
Lecture/presentation………..	related to topics in readings

Demonstration/modeling……	of techniques for planning, implementation, and assessment of teaching strategies
Readings, question/ answer, discussion…………..	related to topics in readings
Hands-on experience………..	use of various teaching strategies and multimedia technologies in the classroom as well as the clinical setting.
Collaboration…………………	small/large group activities that require students to think about issues related to the text and class discussion topics
Peer coaching/review……….	of assignments and projects
Reflection…………………..	on effective applications of content

Course Requirements
1. Attendance and participation in all classes.
2. Completion of textbook readings before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior: ***Dispositions are as important as academic work***. Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress [two tardies/early departures equal one absence]; and the active cultivation of positive peer and teacher relationships. In this course, all graduate students in education have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing for another class, or being inattentive distracts other class participants, including your professor, and will not be tolerated. It is expected that all students participate in class appropriately. Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.

Collaboration: Graduate students are encouraged to take advantage of peers as resources throughout the course, and, when approved in advance by the professor, students may collaborate on assignments. If students participate in such collaborative efforts, "Collaboration Rubrics" must be submitted by all members of the team.

*Assignments***:**
Due Dates: Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late even if a late submission is approved by the professor. Graduate students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should students have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**
Neatness/Accuracy: All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor.
Rubrics: Rubrics for assignments are provided when appropriate and **all rubrics must be completed in full by the student and submitted along with the assignment in order for the assignment to be considered complete**. Assignments will not be graded without attached, student-completed rubrics, and will be deemed "late." The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.

School of Education News and Announcements on Website
Each week 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*, 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.

LIVETEXT
LiveText is the computerized assessment system utilized by the School of Education to collect data required for NCATE accreditation. Throughout their programs, teacher candidates will submit assignments through LiveText for assessment.

Course Assessments
Academic Portfolio: The EDUC 555 graduate student will compile a portfolio comprised of the assignments listed below: *(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project will be provided separately.)*

Graded Activities Related to All Content Areas:
- *Class Participation and Dispositions*: The graduate student in education will **participate** in class discussions and related activities in a genuine and informed manner to exemplify the completion of assignments and preparation for class. All materials must be maintained in a neatly organized portfolio. Format and rubric will be provided that detail assessment categories. YOU MUST EARN THESE POINTS! **(20 points)**

- *Readings Reviews:* The graduate student in education will read and review, according to the format provided, **5 journal articles** in specific areas of TCOP (The Culture of Poverty; The Classroom Community; Family and Community Partnerships; Curriculum Design, Instructional Strategies and Assessment; Teachers as Learners, Leaders and Advocates). Rubrics will be provided that detail assessment categories. **(10 points each; 50 points total)**

- *Multimedia Presentation:* The graduate student in education will work as a member of a small group (no more than 5 per group) to develop and present **a multi-media presentation** on *Teaching Children of Poverty*. The presentation must be fully developed, following the format discussed in class. Format and rubric will be provided that detail assessment categories. **(50 points total)**

- *TCOP On-Line Journal Article Submission:* The graduate student in education will work as a member of a small group (no more than 5 per group) to write a **submission to *Teaching Children of Poverty On Line Journal*.** The submission must be fully developed, following all format specifications outlined by the COE. Format and rubric will be provided that detail assessment categories. **(50 points total)**

- **Center of Excellence Essay Contest Entry:** The graduate student in education will submit an essay in the COE Essay Contest, following all format specifications outlined by the COE. Format and rubric will be provided that detail assessment categories. **(Up to 25 points EXTRA CREDIT)**

Graded Activities Related to the Culture of Poverty
- *Middle Class vs. Poverty: Comparison of Cultures:* The graduate student in education will work as a member of a group to research cultural differences. The group will develop a T-Chart, Venn Diagram, or other graphic organizer that illustrates the results of that research. Organizers will be shared with the class. Format and rubric will be provided that detail assessment categories. **(10 points total)**

- *Communication Guidelines* The graduate student in education will work as a member of a group to research best practices for communication with children and families that live in poverty. The group will develop a visual display (SMART board slides, chart or other graphic organizer) that illustrates the results of that research. Visual displays will be shared with the class. Format and rubric will be provided that detail assessment categories. **(10 points total)**

- *Service Learning Project:* The graduate student in education will work as a member of a group to plan and execute a service learning project that benefits children of poverty or their families. The project must be

approved in advance by the professor and be completed within the semester of course enrollment. Format and rubric will be provided that detail assessment categories. **(45 points total)**

Assignments Related to the Classroom Community

- **Personal Motivators of Children of Poverty:** The graduate student in education will conduct interviews with children of poverty in local schools and their teachers to determine personal motivators. Student groups will brainstorm ways that classrooms, curriculum, and teaching would have to be re-designed in order to provide for meaningful, engaged learning on the part of children of poverty. Individuals or groups of students should work together to complete the **Personal Motivators DATA COLLECTION CHART** based on the readings, structured conversations and data collection conducted with local teachers. Formats and rubric will be provided that detail assessment categories. **(10 points total)**

- **Relationship-Driven Classroom Community Management Plan:** The graduate student in education will compile a strategic plan for developing and managing a relationship-driven classroom community. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based on knowledge of child growth and development, children of poverty, theories of education, classroom management and behavior guidance strategies. The plan must have flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric will be provided that detail assessment categories. **(50 points)**

Assignments Related to Family and Community Partnerships

- ***Family and Community Partnerships Plan:*** The graduate student in education will develop an outline of activities based on "Epstein's Six Types of Involvement" that will be implemented throughout the school year to facilitate family involvement/education in the classroom and especially with children of poverty and their families. A format and rubric will be provided that detail assessment categories. **(50 points)**

- ***Home Visit/P-T-C Conference Plans*** The graduate student in education will develop a home visit plan. The plan should include objectives for parent, child and teacher. A format and rubric will be provided that detail assessment categories. **(6 points)** The graduate student in education will develop a plan for conferencing with a parent and child. The plan should identify how a 30-minute conference will be structured to share information regarding the child's progress with the parent and child. The plan should include objectives for parent, child and teacher. A format and rubric will be provided that detail assessment categories. **(20 points)**

Assignments Related to Curriculum Design, Instructional Strategies & Assessment

- **Aligned Assessments:**   Working in small groups, graduate students in education will select 4 state standards and create instructional activities and accompanying assessments that are aligned with the standards and that are appropriate for children of poverty. A format and rubric will be provided that detail assessment categories. www.myscschools.org **(20 points total)**

- ***Assessment Plan***: The graduate student in education will compile a strategic plan for assessing the growth, development, and achievement of students. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based upon knowledge and philosophy of child growth and development, and theories and principles of education and assessment. The plan must reflect flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric will be provided that detail assessment categories. **(50 points)**

Assignments Related to Teachers as Learners, Leaders and Advocates

- ***Advocacy:*** The graduate student in education will work as a member of a group to plan and execute an activity that is designed to promote awareness of the needs of children of poverty or to otherwise advocate

for them. The project must be approved in advance by the professor and be completed within the semester of course enrollment. Format and rubric will be provided that detail assessment categories. **(25 points total)**

- *__Professional Growth__*: The graduate student in education will participate in a minimum of two professional organization events or activities approved in advance by the professor. A one page written report must be submitted. Format and rubric will be provided that detail assessment categories **(40 points total)**

- *__Course Documentation Record__*: The graduate student in education will complete a written record at the conclusion of each class meeting that documents attendance, participation, and key topics discussed during the class meeting. The record will be submitted during the class meeting prior to the final exam period. Format and rubric will be provided that detail assessment categories. **(Course Credit / No Course Credit)**

The student's grade is determined as follows:

Grade	Description	Qlty Pts per Sem. Hr.	Points	Grading Scale
A	Indicates achievement of distinction	4.0	465-500	93-100
B+	Indicates achievement somewhat below distinction	3.5	445-464	89-92
B	Indicates above average achievement	3.0	425-463	85-88
C+	Indicates achievement somewhat above average	2.5	410-424	82-84
C	Indicates average achievement	2.0	385-409	77-81
NC	Indicates unacceptable achievement	0	0-384	Below 77

New Course Resources

Capital:
This course will require a traditional classroom with internet capabilities. No other capital expenditures will be necessary. While this course will become a component of the COE Scholars, it will be offered for study prior to the implementation of that program.

Human Resources:
This course is planned for Late Spring or Summer Session and will require salary and fringes for one faculty member.   Funds have been included in the Center of Excellence Budget.

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

Department/School   **EDUCATION**   Date   **8/19/11**

Course No. or Level   **EDUC 599**

Title   Teaching and Assessing Children of Poverty

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

Prerequisite   **EDUC 555 or Permission of the Graduate School of Education**

Enrollment expectation   28

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

   Modification _____n/a_____
   (proposed change in course title, course description, course content or method of instruction)

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

   Alternate _____n/a_____
   (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description   ___TAMMY PAWLOSKI_____

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation _____SUMMER 2012-FALL 2012

Date of School/Department approval <mark>_____XXXX_____</mark>

Catalog description:

> This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

Purpose: **1.**   **For Whom (generally?)**
This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking Add-On Certification for Teachers of Children of Poverty or designation as a Center of Excellence Scholar through the FMU School of Education.

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

This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

Ultimately, it is designed to help solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. This course will become the second course in a series that is expected to lead to Add-On Certification for Teachers of Children of Poverty, as developed by FMU's Center of Excellence to Prepare Teachers of Children of Poverty and mandated by the South Carolina State Legislature through Proviso 1A.53:

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

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

This course will include the use of the following teaching methods:
- Lecture
- Small and Large Group Traditional and Action Research-Based Activities
- Role play
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

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

The materials listed below are a portion of the holdings of the FMU Center of Excellence to Prepare Teachers of Children of Poverty Resource Library: Period consistency following initials

Books

Poverty Children and Their Language	Adler, S.
What Really Matters for Struggling Readers	Allington, R.
Schools that Work: Where all Children Read and Write	Allington, R. & Cunningham, P.
Service-Learning in Teacher Education	Anderson, J., Swick, K. J., & Yff, J.
A Taxonomy for Learning, Teaching, and Assessing – Revision of Bloom's Taxonomy (Abridged edition)	Anderson, L. W. and Krathwohl, D. R.
Reading First and Beyond	Block, C. & Israel, S.
Raising Lifelong Learners	Calkins, L.
Differential Assessment Strategies: One Tool Doesn't Fit All	Chapman, C. & King, R.
Six Pathways to Healthy Child Development and Academic Success	Comer, J. P., Joyner, E. T., Ben-Avie, M.
Classrooms that Work: They Can All Read and Write	Cunningham, P. & Allington, R.
The Three Minute Classroom Walk-Though	Downey, C., Steffy, B., English, F., Frase, L. & Poston, W.
Reaching and Teaching Children Who are Victims of Poverty	Duhon-Ross, A.
Years of Poverty, Years of Plenty	Duncan, G.
Putting the Pieces Together	Ellis, K.
School, Family, and Community Partnerships	Epstein, J, Sanders, M., Simon, B., Salina, K., Jansorn, N., & Voorhis, F.
Handbook of Classroom Management	Evertson, C. & Weinstein, C.
Differentiating Instruction with Style	Gregory, G.
Differential Instructional Strategies	Gregory, G & Chapman, C.
Data Driven Differentiation in the Standards-Based Classroom	Gregory, G. & Kuzmich, L.
Star Principals Serving Children in Poverty	Haberman, M.
Star Teachers of Children in Poverty	Haberman, M.
Individualizing Professional Development	Husby, V.
Critical Knowledge for Diverse Teachers and Learners	Irvine, J.
Dynamic Instructional Leadership	Joyner, E. T., Ben-Avie, M., Comer, J. P.
Building Background Knowledge for Academic Achievement	Marzano. R.
Building Academic Vocabulary	Marzano, R. & Pickering, D.
Teach Them All to Read	McEwan, E.
A Framework for Understanding Poverty	Payne, R.
Crossing the Tracks for Love	Payne, R.
Understanding Learning: the How, the Why, the What	Payne, R.
What Every Church Member Should Know About Poverty	Payne, R. & Ehlig, B.
Hidden Rules of Class at Work	Payne, R. & Krabill, D.
Bridges Out of Poverty	Payne, R., DeVol, P., & Smith, T.
The Action Research Guidebook	Sagor, R.
Living on a Tightrope: a Survival Guide for Principals	Sommers, B. & Payne, R.
Aligning and Balancing the Standards-Based Curriculum	Squires, D.
10 Best Teaching Practices	Tileston, D.

Media
"Conrack" (VHS)
Corridor of Shame: The Neglect of South Carolina's Rural Schools   (DVD)
What Every Church Member Should Know about Poverty: Sermons (Cassettes)
The Water is Wide (DVD)

Training Materials
Framework for Understanding Poverty: 2 day Workshop   (Set of 5 CDs)
Rita's Stories   (VHS) (Companion to "Framework for Understanding Poverty")

Journal/Magazine Articles
- **Newsweek Health, Sept. 11, 2006 issue: The New First Grade: Too Much Too Soon?**
- **Decatur Daily News, Sept. 06, 2005 issue: Children and poverty: How teachers overcome barriers.**
- **The Item, Sumter, SC, October 22, 2006 issue: "How do you get out of poverty"**
    - **(Month-long series, click Poverty at top of page to view all the articles in the series)**
- **The Achievement Gap: Overcoming the Income Gap (article) INFOBRIEF**
- **Recent Research on the Achievement Gap**
- **Education Week article "From Cradle to Career - Connecting American Education From Birth Through Adulthood"**
- **"Poverty in America with Some Focus on South Carolina" by Richard D. Young**
- **"The Effects of Poverty on Teaching and Learning" by Karen M. Pellino**
- **edweek.org Online Chat – Feb. 12, 2007 - Topic: Educational Equity on Trial**
- **National Center for Children of Poverty article, Sept. 2006**
    - **"Effective Preschool Curricular and Teaching Strategies"**
- **Creating Good Schools for Children in Poverty Through Title 1 Schoolwide Programs**
- **Education World Wire Side Charts – How Understanding Poverty Can Help Low-Income Children Learn**
- **Rand Corporation – Children at Risk - Consequences for School Readiness and Beyond**
- **Preparing teachers for children in poverty…**
- **http://www2.edtrust.org/EdTrust/Press+Room/High+School+2005.htm**
- **http://www2.edtrust.org/EdTrust/Press+Room/Funding+Gap+2005.htm**
- **http://www.usatoday.com/news/education/2006-04-26-teachers-poor_x.htm**
- **http://search.learningpt.org/query.html?qt=achievement+gap**
    - **"Breaking the Link Between Teacher Expectations and Black Students' Performance"**
    - **"Teachers Make a Difference in Student Performance"**
    - **"Researchers Offer Lessons Learned to Overcome the Achievement Gap"**
- **http://www-gse.berkeley.edu/research/crede/tools/aera/position_paper.html**
    - **"Closing the Achievement Gap Through Teacher Preparation"**
- **http://www.edexcellence.net/foundation/publication/publication.cfm?id=363**
    - **"How Well Are States Educating Our Neediest Children"**
- **http://www.nwea.org/assets/research/national/AchGap_11.11.061.pdf**
    - **"Achievement Gap: An Examination of Differences in Student Achievement and Growth"**
- **Risk and Protective Factors for Childhood Vulnerability**
    - **Dr. Doug Willms (2007 COE Spring Colloquium speaker)**
- **http://www.edweek.org/ew/articles/2007/01/04/17wellbeing.h26.html**
- **http://www.thestate.com/editorial-columns/story/185851.html**
    - **"Schools Can't Repair All of Poverty's Ills"**
- **http://news.bbc.co.uk/2/hi/uk_news/education/6982090.stm**
    - **Schools alone 'cannot help poor' – BBC News**
- **http://findarticles.com/p/articles/mi_qa3785/is_199809/ai_n8814936**

4

- o   **Teaching for Meaning in High-Poverty Classrooms – www.FindArticles.com**
- **Preparing Teachers for Children in Poverty** – The School Administrator – Dec. 05
- **http://www.childtrendsdatabank.org/indicators/4Poverty.cfm**
  - o   **Children in Poverty**
- **http://www.uwsp.edu/Education/lwilson/poems/dressings.htm**
  - o   **Poem: Dressings**
- **http://www.prb.org/Articles/2008/childpoverty.aspx**
  - o   **Child Poverty is Highest in Rural Counties in U.S.**
- **http://www.ncfr.org/about/news_read.asp?id=1070**
  - o   **National Council on Family Relations – "Future of Children Fall 2007 Journal"**
- **Researchers Gain Understanding of How Poverty Alters the Brain**
- **Poor Rural Children Attract Close Study**
- **What We All (Supposedly) Know About the Poor: A Critical Discourse Analysis of Ruby Payne's "Framework." – Available in the Center of Excellence Office Resource Library**

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

This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

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

1. **The Action Research Model**
   a. Identifying goals for action research
   b. Collection and organization of data
   c. Interpretation of data
   d. Action based on data
   e. Evaluate results
   f. Plan next steps

2. **Action Research: The Classroom Community**
   a. Self-efficacy and Achievement
   b. Motivation and Engagement
   c. School-based Relationships and Role Models
   d. Relationship Driven Classroom Management Plans

3. **Action Research: Curriculum Design, Instructional Strategies & Assessment**
   a. Background Knowledge
   b. Language and Literacy
       i. Language-oriented background knowledge and experiences
       ii. Language rich classrooms
       iii. Struggling readers
   c. Curriculum Design
       i. Growth and development as it drives curriculum design

        ii.   Alignment of curriculum with instruction and assessment using the Revised Bloom's Taxonomy
       iii.   Appropriate instructional strategies
       iv.   Metacognitive strategies that facilitate student learning
       v.   Horizontal and vertical teaching teams

d. Assessment
       i.   Authentic assessment
       ii.   Formative assessment strategies
       iii.   Summative assessment strategies
       iv.   Assessment data and effective instructional planning
       v.   Assessment data organized by poverty subgroups

4. Teachers as Learners, Leaders and Advocates
    a. The Teacher as a Learner
        i.   Self-reflection and self-evaluation
        ii. The responsibilities of role models
        iii. Teacher qualities that result in student success
    b. The Teacher as a Leader
        i.   Ways teachers lead
        ii. Leadership through professional organization membership/participation
    c. The Teacher as an Advocate for Children of Poverty
        i.   The importance of advocacy
        ii. Strategies for advocacy

(Syllabus attached)

When completed, forward to the Office of the Provost.   9/03

Appendix B: New Course Syllabus

TEACHING AND ASSESSING CHILDREN OF POVERTY	
EDUC 599	**TBD**
Instructor	Tammy Pawloski
Office	RCC 103, 661-1475
Office Hours	Before and after class
E-mail	tpawloski@fmarion.edu or thpawloski@aol.com
Prerequisite	EDUC 555 or Permission of the Graduate School of Education
Corequisitie	None
Meeting Times	
Meeting Location	

School of Education Conceptual Framework:

The School of Education prepares competent and caring teachers.

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

FMU Center of Excellence Teaching Children of Poverty Standards

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

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

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

Standard 4. The Classroom Community: Teacher candidates exemplify their understanding of the unique aspects of social, emotional, and cognitive development that influence impoverished children's abilities to be successful members of a classroom's community structure. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create positive, relationship-driven classroom environments that are specifically designed to support children of poverty as engaged participants in the classroom environment and as successful lifelong learners.

Standard 5. Curriculum Design, Instructional Strategies & Assessment: Teacher candidates exemplify their understanding of how the use of specific elements of curriculum design, instructional strategies and assessment support the academic achievement of children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement results-driven instructional strategies and assessments.

Standard 6. Teachers of Children of Poverty as Learners, Leaders, and Advocates: Teacher candidates exemplify their commitment to learning about and advocating for children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement professional development and advocacy plans that exemplify their understanding of their roles as

leaders in working with children of poverty.

Course Description

This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

Course Objectives and Standards Alignment

Upon completion of the course the student will be able to:

Objectives	Standards
Describe how background knowledge and circumstances of birth and life in poverty can impact academic performance.	TCOP 1
Identify, implement, and assess methods, materials, and best practices that support the growth, development and achievement of children of poverty.	TCOP 5
Identify and implement accommodations or modifications that are designed to support identified needs of individual children of poverty.	TCOP 5
Develop and implement an on-going plan for data study that informs curriculum design and instructional strategies.	TCOP 5
Identify and implement formative and summative assessment measures that drive instruction.	TCOP 5
Design and implement an action research agenda.	TCOP 5
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	TCOP 6

Course Materials

Required Texts

NONE

Recommended Texts

Anderson, Lorin W. and Krathwohl, David R. (2001). *A taxonomy for learning, teaching, and assessing Revision of Bloom's Taxonomy (Abridged edition).*New York: Longman.

Epstein, J., Sanders, M., Simon, B., Salina, K., Jansorn, N., and Voorhis, F. (2002). *School, family and community partnerships.* Thousand Oaks, CA: Corwin Press, Inc.

Haberman, M. (1995). *Star teachers of children in poverty.* West Lafayette, Indiana: Kappa Delta Pi.

Jensen, E. (2009). *Teaching with poverty in mind.* Alexandria, VA: ASCD.

Marzano, R. (2004). *Building background knowledge for academic achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, R. (2005). *A framework for understanding poverty.* United States: aha! Process, Inc.

Sagor, R. (2005). *The action research guidebook.* Thousand Oaks, CA: Corwin Press.

Vitto, J. (2003). *Relationship-driven classroom management.* Thousand Oaks, CA: Corwin Press.

Other Course Materials

You will need one recordable DVD upon which to record your instructional lessons for submission to your professor for viewing.   VHS tapes are not acceptable; you may submit a jump drive. You will need access to video equipment for use in recording your instructional lessons. Equipment is available through the Education Office; however it must be reserved well in advance of the date it is needed.

Content Outline

1. **The Action Research Model**
   a. Identifying goals for action research
   b. Collection and organization of data
   c. Interpretation of data
   d. Action based on data
   e. Evaluate results

    f. Plan next steps

  2. **Action Research: The Classroom Community**
    a. Self-efficacy and Achievement
    b. Motivation and Engagement
    c. School-based Relationships and Role Models
    d. Relationship Driven Classroom Management Plans

  3. **Action Research: Curriculum Design, Instructional Strategies & Assessment**
    a. Background Knowledge
    b. Language and Literacy
      i. Language-oriented background knowledge and experiences
      ii. Language rich classrooms
      iii. Struggling readers
    c. Curriculum Design
      i. Growth and development as it drives curriculum design
      ii. Alignment of curriculum with instruction and assessment using the Revised Bloom's Taxonomy
      iii. Appropriate instructional strategies
      iv. Metacognitive strategies that facilitate student learning
      v. Horizontal and vertical teaching teams
    d. Assessment
      i. Authentic assessment
      ii. Formative assessment strategies
      iii. Summative assessment strategies
      iv. Assessment data and effective instructional planning
      v. Assessment data organized by poverty subgroups
  4. **Teachers as Learners, Leaders and Advocates**
    a. The Teacher as a Learner
      i. Self-reflection and self-evaluation
      ii. The responsibilities of role models
      iii. Teacher qualities that result in student success
    b. The Teacher as a Leader
      i. Ways teachers lead
      ii. Leadership through professional organization membership/participation
    c. The Teacher as an Advocate for Children of Poverty
      i. The importance of advocacy
      ii. Strategies for advocacy

Methods of Presentation

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

Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required text or internet readings and other preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior

Dispositions are as important as academic work. Teacher candidates are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [**no more than two absences**]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress **[note: two tardies/early departures equal one absence],** and the active cultivation of positive peer and teacher

relationships.

In every Early Childhood Education course, all teacher candidates have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**, and will not be tolerated. It is expected that all teacher candidates participate in class appropriately.

Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.

School of Education News and Announcements on Website

Each week 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*, 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.

LIVETEXT

LiveText is the computerized assessment system utilized by the School of Education to collect data required for NCATE accreditation. Throughout their programs, teacher candidates will submit assignments through LiveText for assessment.

Collaboration

Teacher candidates are encouraged to take advantage of peers as resources as appropriate throughout the course, and, **when approved in advance by the professor**, candidates may collaborate on assignments. If candidates participate in such collaborative efforts, a "Collaboration Rubric" must be submitted by each member of the team.

Assignment Deadlines

Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late **IF** the late submission is accepted by the professor.

Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should teacher candidates have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy

All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student's attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of the ECE program is content, it is expected that all candidates submit assignments that demonstrate excellent writing skills.

Rubrics

Rubrics for assignments are provided when appropriate and **all rubrics must be completed in full by the teacher candidate and submitted along with the assignment in order for the assignment to be considered complete**.
Assignments will not be graded without teacher candidate-completed rubrics, and will be deemed "late." The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.

Assignments and Assessments

The EDUC 599student will compile a portfolio comprised of the assignments listed below: *(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project are provided separately.)*

LIVETEXT assignments/assessments are highlighted in pink.

#	Activity Description
1	***Relationship-Based Classroom Community Plan:*** The student will implement a strategic plan for developing and managing a relationship-driven classroom community. The plan should be based on knowledge of child growth and development, children of poverty, theories of education, classroom management and behavior guidance strategies. A format and rubric will be provided that detail assessment categories.
2	***Data Chart***: The student will develop and use a classroom data chart to drive instruction. Formats and rubric will be provided that detail assessment categories.
	Action Research Agenda: The student will implement an Action Research Agenda that reflects a range

3	of aspects of teaching and learning. The Research Agenda will reflect the student's personal strengths, areas for improvement, and attitudes, especially as they relate to working with children of poverty. Formats and rubric will be provided that detail assessment categories.
4	***Professional Readings and Reports:*** The student will read and review, according to the format provided, **2 journal articles**, one in each of two specific areas of TCOP: 'The Classroom Community,' and Curriculum Design' and ' Instructional Strategies, and Assessment.' Rubrics will be provided that detail assessment categories.
5	***Project Plan:*** The teacher will work alone or as a member of a small group to develop and implement an inquiry-based, multidisciplinary project plan. Rubrics and format instructions are provided that detail specific assessment categories.
6	***Purposeful Instruction Videotaped Lessons:*** The student will **plan, teach and digitally record (DVD) two lessons** delivered to a group of children. A detailed lesson plan and self-evaluation must be submitted as provided and discussed in class. Students will work in teams to view peer videos and to complete evaluations (see #7 below). The DVD must be submitted in a zip seal bag with all supporting materials (lesson plan, self-evaluation and narrative, and 1 peer review). Rubrics are provided that detail assessment categories.
7	***Peer Observation and Evaluation of Purposeful Instruction:*** Teacher candidates will formally observe and evaluate instruction implemented by at least one peer teacher. Each student must serve as a peer observer AND each student must have a lesson observed. Format and rubrics are attached that detail assessment categories.
8	***Bi-Weekly Reflection Journal***: The student will complete bi-weekly entries into a reflection journal in which issues related to teaching children of poverty are the subject. Format and rubrics are attached that detail assessment categories. A total of 15 journals should be completed by the end of the course.
9	***Leadership:*** The student will identify areas for leadership within the school culture, and implement specific strategies for assuming that leadership. Formats and rubric will be provided that detail assessment categories.
10	***Final Presentation***: The student will plan and deliver a final presentation that illustrates how instruction and/or assessment have changed to accommodate the needs of children of poverty. This presentation must include visual artifacts, such as PowerPoint slides, a video, or other artifacts. Formats and rubric will be provided that detail assessment categories.
11	***Class Participation and Dispositions***: The student will **participate** in class discussions and related activities in a genuine and informed manner to exemplify the completion of assignments and preparation for class and in compliance with all expectations for appropriate dispositions. All course materials must be maintained in a neatly organized portfolio throughout the semester. Format and rubrics are attached that detail assessment categories.
12	***Professional Growth***: The teacher candidate will participate in a minimum of one **Education or Center of Excellence** community or professional organization event or activity approved in advance by the professor. A one page written report must be submitted. Format and rubrics are attached that detail assessment categories. ***Center of Excellence Fall Workshop: Saturday, October 1, 2011 – 8:30 AM – noon.***
13	***Service***: The teacher candidate will participate in a minimum of one School or Center of Excellence service learning/volunteerism activity approved in advance by the professor. A one page written report must be submitted. This activity must be one for which the candidate receives NO FINANCIAL PAYMENT. A rubric and format are provided detailing assessment categories.

Course Assignments and Standards Alignment

ASSIGNMENT	STANDARDS
Relationship-Based Classroom Community Plan	TCOP 1, 4
Data Wall	TCOP 5
Action Research Agenda	TCOP 5
Professional Readings and Reports	TCOP 5, 6
Project Plan	TCOP 5
Purposeful Instruction Videotaped Lessons	TCOP 5, 6
Peer Observation and Evaluation of Purposeful Instruction	TCOP 5, 6
Bi-Weekly Reflection Journal	TCOP 5. 6
Leadership	TCOP 6
Presentation	TCOP 1, 4, 5, 6

Class Participation and Dispositions	TCOP 6
Professional Growth	TCOP 6
Service	TCOP 4, 6

Grading Scale

Professors may opt to use the following scale – either letter grades or numerical grades for assignments—which will be averaged to compute the final course grade:

Not Met – NC – 0	Met – C – 1	Exceeded – A – 3

A = 2.5 – 3.0	*B+ = 2.3 – 2.49*	*B = 2.0 – 2.29*
C+ = 1.5 – 1.9	*C = 1.0 – 1.49*	*NC = Below 1*

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

NOTE: A Grade of 'C-'is NO CREDIT for EDUC courses!

FMU Final Grade Scale

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

Student Grade Record			
EDUC 599			
ASSIGNMENT	**SCORE**	**WEIGHT**	**GRADE**
1. Relationship-Based Classroom Community Plan		x 2	
2. Data Chart		x 2	
3. Action Research Agenda		x 6	
4. Professional Readings and Reports		x 2	
5. Project Plan		x 4	
6 Purposeful Instruction Lesson #1		x 2	
Purposeful Instruction Lesson #2		x 2	
7. Peer Observation and Evaluation of Purposeful Instruction		C / NC	
8. Bi-Weekly Reflection Journal		x 4	
9. Leadership		x 1	
10. Presentation		x 2	
11. Class Participation and Dispositions		x 1	
12. Professional Growth		x 1	
13. Service		x 1	
		TOTAL	
		Divided by 30 = FINAL GRADE	

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

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

NOTE: A Grade of 'C-' is NO CREDIT for EDUC courses!

New Course Resources

<u>Capital:</u>
This course will require a traditional classroom with internet capabilities. No other capital expenditures will be necessary.

<u>Human Resources:</u>
This course is planned for Summer Session 2012 – Fall 2012 and will require salary and fringes for one faculty member.   Funds will be included in the Center of Excellence Budget, as required.

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

Department/School: **Education**   Date: **September 22, 2011**

Course No. or Level: **EDUC 771**   Title: **Introduction to Early Childhood Special Education**

Semester hours: **3**   Clock hours: **45**   Lecture: **35**   Laboratory: **10**   Prerequisites: **None**

Enrollment expectation: **20**   Name of person preparing course description: **Dr. Cindi Nixon**

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation: **Summer 2012**

Date of School/Department approval _____

Catalog description:
This course is to provide the student with a broad perspective of the best practices, issues, and concerns facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations will be addressed. Special emphasis is placed on providing the students with knowledge of philosophies, roles and services of various professionals providing services to young children with special needs.

Purpose: 1.   For Whom: **Teachers (public, private and daycare) working with preschool students with disabilities and community service providers working with preschool children (birth to six years).**

              2.   What should the course do for the student? **This course will provide a basic introduction and perspective for working with young children (birth to six years), who have mild to moderate disabilities, or are at risk for disabilities.**

                       Teaching method planned: **Lecture, demonstration and classroom observation**

Textbook and/or materials planned: **Dunlap, L.L. (2009).** *An Introduction to Early Childhood Special Education***. Pearson Merrill, Upper Saddle River, NJ**

Course Content: syllabus attached

EDUC 771:   Introduction to Early Childhood Special Education

Professor: Dr. Cindi Nixon
Office: 218 CEMC
Telephone: (843) 661-1551
Email: cnixon@fmarion.edu
Office hours: TBA
Class Meets: TBA/ Summer 2012

Course Description:
The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerns facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

Text: **Dunlap, L.L. (2009). *An Introduction to Early Childhood Special Education*. Pearson Merrill, Upper Saddle River, NJ**

Course goals and objectives:
At the completion of the course, the participant will be able to:
1. Explore the philosophical, social, cultural and legal factors that have shaped and continue to affect education, and specifically early childhood special education, in the U.S.
2. Describe the historical development of the field of early childhood special education.
3. Discuss issues and trends in special education, including legislation and litigation, including legislative and judicial mandates related to early childhood special education.
4. Discuss intervention and service delivery models currently used in early childhood special education.
5. Demonstrate an understanding of evidence-based principles that influence education, including early childhood special education
6. Describe factors that place young children at-risk for disabilities.
7. Describe characteristics of major disabilities.
8. Describe the role of assessment in identification, eligibility, and service delivery for young children and their families.
9. Identify strategies for coordinating community services to children and families.
10. Describe current regulations and procedures governing special education to include individualized education program (IEP) development and individualized family service plan (IFSP).
11. Describe typical settings and service delivery models appropriate for working with infants, toddlers, and young children who are at-risk or who have disabilities.
12. Demonstrate an understanding of models of interpersonal and inter-professional collaboration in working with families on behalf of their young children.

13. Explore the role of participants' own personal, social, and cultural experiences and perspectives in their professional decision making.
14. Articulate personal philosophy of early childhood special education including its relationship to/with regular education.
15. Demonstrate person-first respect and understanding of young children and their families.
16. Explain the standards of professionalism and ethics related to serving young children with disabilities and at-risk conditions.

Course Content:
Session 1 – History of Early Childhood Special Education
Session 2 – The Assessment Process
Session 3 – Intervention Services
Session 4 – Parents and Professionals Working Together
Session 5 – Communication Abilities
Session 6 – Cognitive Abilities
Session 7 – Motor Abilities
Session 8 – Social/Emotional Abilities
Session 9 – Sensory Abilities
Session 10 – Health Impairments
Session 11 – Adaptive Abilities
Session 12 – The Importance of Play
Session 13 – Behavior Management
Session 14 – Transitions: Preparing for the Next Step

Course Requirements:
1. The completion of all readings assigned for the course is required. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Class attendance is important. If, due to an emergency, students will not be in class, they must contact the instructor.

3. All cell phones must be turned off before class begins. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.

4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that graduate students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance:

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments:

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If graduate students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual.

Assignments

Attendance and Participation (5 points per session)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Teacher candidates attend class, arrive on time, and stay for the entire class period.
- Candidates complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Candidates are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Candidates show evidence of critical reflective thinking through in-class discussions, activities, and written reflections.

Group Presentation on Current Issues in Early Childhood Special Education (25 points)

Each teacher candidate will participate in a group reading activity. Groups will be assigned by the instructor. Each group will locate current research and issues related to early childhood special education (over-representation of African-American children in special education, services to preschool children whose home language is other than English, challenging behaviors, RTI, inclusive classrooms, the use of innovative technology, transitions). Each candidate is responsible for locating appropriate research articles and working as a group to develop a 15-20 minute presentation regarding the issue assigned. Pay particular attention to the content applicability, relating it to your development as an early childhood special educator and how it applies/impacts culturally, linguistically, and ability diverse young children and their families. Relevant handouts should be provided and a PowerPoint used for your presentation.

Professional Code of Ethics: (25 points)
Graduate students will review the Professional Standards from NAEYC and DEC. They will reflect on readings, class discussions, and their own knowledge about children, families, instruction, and early childhood practices. Students will develop a minimum of 10 professional ethics/standards of professionalism related to serving culturally, linguistically, and ability diverse young children with disabilities and their families and how they will strive to honor and abide by as they work in the field of early childhood special education. Each ethic should have a brief but thorough rationale accompanying it. Graduate students do not need to cite specific research, but it should be clear to the reader that the values are informed by the candidate's studies and professional experiences. This paper should have an introduction and conclusion in narrative format. The paper should be approximately 3-4 pages in length and double-spaced.

Pamphlet about a Disability (20 points)
Graduate students will develop a pamphlet that could be used by families as a resource for understanding the complex nature of a disability that a preschool child might have. They will include 1) the defining features/characteristics of the disability; 2) how it is expressed from birth through age six across the main developmental areas (Social-Emotional, Language and Literacy, Cognitive, Physical, and Sensory Areas); 3) major services usually provided; 4) whether medications are used, which ones, and potential side effects that may affect classroom performance; 5) the typical specialists that serve these children; and 6) three goals which could be included in an IFSP or IEP.

Graduate students should be prepared to discuss their pamphlet in class. They will provide enough copies for the class members. In addition to the handout, they will prepare a brief paper for the instructor in which they will critically evaluate what they learned from the perspective of families from diverse cultural and language groups. On a separate page, list references (legitimate resources must be used, do not use a reference that has not been reviewed). Provide references that have been found especially useful and provide an appropriate annotation for each.

Field Experience (100 points)
Graduate students will participate in 10 hours of field experience in observing and assisting, as appropriate, one or more students from birth through age six with a developmental delay, identified disability or in a program for "at risk" children. This observation may be with a group of children or an individual in an inclusive environment. This will be completed within the public schools or early intervention programs. Acceptable sites may include ECSE public school classrooms, Head Start programs or approved day care centers. Following the observations, the teacher candidate will provide a 2-page summary of the total field experience. This paper will provide details about how the course content was integrated into what they experienced, how the experience impacted their understanding of working with young children with developmental delays/exceptional learning needs and how this information will be integrated into their professional development now and in the future.

Midterm and Final Exam (150 points)
A midterm and final exam will be given covering the information from the assigned readings, class presentations and discussions. Test items will be in the form of multiple choice, short answer and essay. Each exam will be worth 75 points.

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

Department/School: **Education**   Date: **September 20, 2011**
Course No. or Level: **EDUC 788**   Title: **Social/Emotional Development and Guidance for Young Children with Disabilities**

Semester hours: **3**   Clock hours: **45**   Lecture: **41**   Laboratory: **4**

Prerequisites: **None**

Enrollment expectation: **20**

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

        modification_____
        (proposed change in course title, course description, course content or method of
instruction)

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

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

Name of person preparing course description: **Dr. Karen Coughenour**

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation: **Summer 2012**

Date of School/Department approval _____

Catalog description:

This course provides current and prospective teachers with an overview of the social and emotional
development of young children with mild to moderate disabilities and strategies to promote the
acquisition of social/emotional skills necessary for participation in a variety of settings. The course
includes an overview of basic classroom management theories; an overview of procedures for
monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional
learning needs; a discussion of strategies to prevent and reduce inappropriate behavior; and strategies
to promote conflict resolution. Additionally, the course will include information regarding the impact

of teacher attitudes on the behavior of young children with exceptional learning needs**,** and **provide** experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

Purpose: 1.   For Whom: **Teachers (public, private and daycare) working with preschool students with disabilities and community service providers working with preschool children (birth to six years).**

         2.   What should the course do for the student? **This course will provide basic knowledge of strategies to promote positive social and emotional development of young children (birth-6), who have mild to moderate disabilities, or are at risk for disabilities**
              Teaching method planned: **Lecture, demonstration and clinical**

Textbook and/or materials planned (including electronic/multimedia):
Kaiser, B. & Raminsky, J. (2012). *Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively* **(3rd Ed.). Allyn & Bacon.**

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.) Included on pages that follow

When completed, forward to the Office of the Provost.   9/15

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

Professor: Karen Coughenour, Ph. D.
Office: 214 CEMC
Telephone: (843) 661-1480
Email: KCoughenour@fmarion.edu
Office hours: TBA
Class Meets: TBA

Course Description:
This course provides current and prospective teachers with an overview of the social and emotional development of young children with mild to moderate disabilities and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course includes an overview of basic classroom management theories, an overview of procedures for monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional learning needs, a discussion of strategies to prevent and reduce inappropriate behavior, and strategies to promote conflict resolution. Additionally, the course will include information regarding the impact of teacher attitudes on the behavior of young children with exceptional learning needs and experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

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

The graduate level educator will demonstrate *teacher competencies* as measured by the following:
        IA. Knowledge of content in their area of teaching

        IB. Professional knowledge and skills
                1.   Ability to plan instruction
                2.   Ability to apply skills and knowledge in a clinical setting
                3.   Ability to cause learning in P -12 students
                4.   Ability to assess learning and learners
                5.   Ability to work with children of poverty
                6.   Ability to use technology

The graduate level educator will demonstrate attributes of a *caring teacher* who will:
        IIA.   Exhibit professional attributes
        IIB.   Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that <u>all students can learn</u> regardless of their backgrounds.
        IIC.   Uphold Ethical and Professional Standards
        IID.   Show respect for families, cultures and communities and demonstrate a <u>sense of fairness</u> and respect to all participants within each group.

Expected outcomes:

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

- Understand the impact of social and physical environments on development and learning EC7S8

- Identify social skills needed for educational and other environments CC5K5

- Demonstrate understanding of classroom management theories and strategies for individuals with exceptional learning needs, including strategies for crisis prevention and intervention. CC5K2, CC5K6

- Use strategies to teach social skills and conflict resolution EC4S6

- Implement and evaluate preventative and reductive strategies to address challenging behaviors EC4S8

- Describe teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs CC5K4

- Design learning environments that encourage active participation in individual and group activities CC5S4

- Design and manage daily routines CC5S12and modify the learning environment to manage behaviors CC5S5

- Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers EC5S4

- Provide a stimulus-rich indoor and outdoor environment that employs materials, media and adaptive and assistive technology, responsive to individual differences EC5S5

- Use evaluation procedures and recommend referral with ongoing follow-up to community health and social services EC5S7

Required Text:
Kaiser, B. & Raminsky, J. (2012). *Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively* (3rd Ed.). Upper Saddle River, NJ: Allyn & Bacon

Methods of Presentation
Each class will be a combination of lecture, demonstration/modeling, simulation, group discussions, analysis of case studies, and problem solving activities. Students will have opportunities to work independently and collaboratively. Participants may elect to attend on campus or through Blackboard Collaborate.

Course Requirements

1. Read required text and assigned readings.

2. Participate in class discussions.

Complete group and individual assignments including:

1. **Exams**
   The midterm exam will address topics from the first 6 sessions. The exam will consist of 25 multiple choice questions and 5 brief essay questions. Each section will be weighted equally. The format of the final exam will be the same; however, this exam will only address topics from sessions 7-12.

2. **Group Case Study Presentation**
   Following a discussion of challenging behaviors, the instructor will provide brief case studies of young children with challenging behaviors. Group members will select a case study to analyze. Each case study will include a series of questions. Group members will read and discuss the case studies and respond to the questions. They will present their final analysis in class.

3. **Description of a Learning Environment and Reflection**
   Students will arrange an observation in an inclusive preschool classroom for at least ½ of a typical school day. Following the observation students will write a detailed description of either the indoor or outdoor learning environment. Students should include information on staff to child ratios, and describe the amount of diversity in the setting. Students should also include details about room or area arrangement, a description of materials and media and procedures for using materials, a description of the daily routine, and a description of any assistive technology that is used for students with special needs.
   Students should write a detailed reflection including their perceptions of the classroom/area climate. A rubric will be provided for this assignment.

4. **Social Skills Strategy Presentation**
   Following a discussion on strategies for teaching social skills to young children, each student will choose a social skill appropriate for a young child and select a strategy to teach the skill. Students will provide their rationale for choosing the social skill and demonstrate the strategy in class, providing any needed materials for all participants.

5. **Community Resource List**
   Students will locate community resources in the Pee Dee region that provide support to young children and their families. Students will compile and categorize a list of at least 20 community resources and provide a brief description of the services provided along with contact information.

6. **PBS Plan School Component**
   Students will view video clips of a young child with challenging behaviors. Each student will choose a behavior that needs to be modified and devise a plan to modify learning environments, to improve the behavior, provide accommodations to modify the behavior, and or teach needed skills to modify the behavior. Students will also be expected to describe consequences for both appropriate and inappropriate behaviors.

7. **PBS Plan Home Component**
   Students will view video clips of a young child with challenging behaviors. Each student will choose a behavior that needs to be modified and devise a plan to assist a parent in modifying the inappropriate behavior. The plan may include creating a schedule or routine, teaching strategies to modify the behavior or teaching new behaviors.

Assignment	Points
Midterm	50
Final Exam	50
Group Case Study	50
Description of a Learning Environment and Reflection	50
Review of Community Agencies	25
Social Skills Strategy Presentation	25
PBS Plan School Component	50
PBS Plan Home Component	50
TOTAL POINTS	**350**

Course Outline and Topic Area

- **Session 1:** Challenging Behavior Defined
- **Session 2:** Risk Factors and Protective Factors Associated with Challenging Behavior
- **Session 3:** Cognitive Influences on Behavior
- **Session 4:** Relationships and Behavior
- **Session 5:** Cultural Influences on Behavior
- **Session 6:** The Social Context and Preventing Challenging Behavior
- **Session 7:** Physical Space, Routines, Transitions, Teaching Strategies and Preventing Challenging Behavior
- **Session 8:** Guidance
- **Session 9:** Positive Behavior Support and Functional Behavior Assessment
- **Session 10:** The Inclusive Classroom
- **Session 11:** Working with Parents and Families
- **Session 12:** Special Issues; Bullying