

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

Department/School Education Date 7/26/2017

Course No. or Level EDUC 626 Title Concepts and Methods in Education

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.) Laboratory \_\_\_\_\_

Prerequisites \_\_\_\_\_ Admission to the MED in Teaching and Learning, \_\_\_\_\_

Enrollment expectation \_\_\_\_\_ 15 \_\_\_\_\_

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

modification \_\_\_\_\_ N/A \_\_\_\_\_

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

substitute \_\_\_\_\_ N/A \_\_\_\_\_

(The proposed new course replaces a deleted course as 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 \_\_\_\_\_ James Ritter \_\_\_\_\_

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2018

Date of School/Department approval 8-19-17

Catalog Description:  
EDUC 626 CONCEPTS AND METHODS IN EDUCATION (3) (Prerequisite: Admission to M.Ed. in Teaching and Learning) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept

*Appendix to Faculty Senate Agenda, October 17, 2017*

development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

Purpose: 1. For Whom (generally?):

This class is for teacher candidates in the M.Ed. in Teaching and Learning program.

2. What should the course do for the student?

The course will provide teacher candidates a better understanding of key concepts related to curriculum theories and application models used to support teaching and learning. Application of theories and concepts in the teacher candidate's content-specific area.

Teaching method planned: Lecture

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

Bates, B. (2016). *Learning theories simplified: 100+ theories and models from great thinkers*. Sage: Thousand Oaks, CA.

Ornstein, A, and Hunkins, F. (2017). *Curriculum: Foundations, principles, and issues* (7<sup>th</sup> ed.). Pearson: Boston.

Course Content:

Course Objectives

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

- Discuss selected concepts and theories related to curriculum design.
- Recall educational philosophies and their impact on teaching and learning.
- Describe problem solving approaches that are most effective in teaching content areas.
- Trace concept development through the grades to gain insight into teaching and learning.
- Demonstrate the ability to use teaching models effectively.
- Examine educational textbooks and State standards to determine the effectiveness of curriculum in the teacher candidate’s content-specific teaching area.

Major Topics:

- Theories and models for teaching in teacher candidates specified content area.
- Concepts in teaching and learning and the application of theories and models suited to content-specific subject areas.
- Various approaches to curricular problem solving.
- How textbooks, trade books, and digital resources may be used to supplement content area curriculum.
- Content-specific research based methods that are proven effective in student-specific content areas.

Sample Assignments:

| Assignment   | Percent of Course Grade |
|--|-------------------------|
| Online Discussion Boards                               | (5@5% each)<br>25%      |
| Interview of Content-Specific Teacher                  | 10%                     |
| Demonstration Model Portfolios of Effective Strategies | 20%                     |
| Project for Working with Students with Special Needs   | 15%                     |
| Midterm Exam   | 15%                     |
| Final Exam   | 15%                     |

Grade Scale:

Points Grade

93 - 100 = A

89 - 92 = B+  
85 - 88 = B  
82 - 84 = C+  
77 - 81 = C  
<77 = F

(Include a syllabus for the course.)

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

9/03

**EDUC 626 Concepts and Methods in Education (3SH)  
Fall 20XX**

**Instructor:** Dr. XXXX  
**Meeting Location:** TBD  
**Time:** TBD  
**Prerequisites:** None  
**Co-requisites:** None  
**Office:** CEMC XXX  
**Phone:** 843-661-XXXX  
**Email:** [XXX@fmarion.edu](mailto:XXX@fmarion.edu)

**Office Hours:** Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

**TBA:** Please check Blackboard for days and times.

\*Other times by appointment.

### **School of Education Conceptual Framework**

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

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

### **Course Description**

EDUC 626 CONCEPTS AND METHODS IN EDUCATION (3) (Prerequisite: Admission to M.Ed. in Teaching and Learning) This course explores concepts in teaching and learning through curriculum and the application of theories and models suited to specific subject areas. Key concepts are examined using a problem-solving approach. How students learn specific concepts and what can be done to motivate and support this learning are emphasized. Concept development is traced through the grades, providing important insights for teachers. Topics in curriculum found in educational textbooks are also examined. Consideration of methods in the student's major content teaching field is emphasized.

### **Course Objectives**

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

- Discuss selected concepts and theories related to curriculum design.

- Recall educational philosophies and their impact on teaching and learning.
- Describe problem solving approaches that are most effective in teaching content areas.
- Trace concept development through the grades to gain insight into teaching and learning.
- Demonstrate the ability to use teaching models effectively.
- Examine educational textbooks and State standards to determine the effectiveness of curriculum in the teacher candidate's content-specific teaching area.

### Major Topics:

- Theories and models for teaching in teacher candidate's specified content area.
- Concepts in teaching and learning and the application of theories and models suited to content-specific subject areas.
- Various approaches to curricular problem solving.
- How textbooks, trade books, and digital resources may be used to supplement content area curriculum.
- Content-specific research based methods that are proven effective in student-specific content areas.

### Required Text:

Bates, B. (2016). *Learning theories simplified: 100+ theories and models from great thinkers*. Sage: Thousand Oaks, CA.

Ornstein, A, and Hunkins, F. (2017). *Curriculum: Foundations, principles, and issues* (7<sup>th</sup> ed.). Pearson: Boston.

### Course Materials:

- LiveText subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

### Course Requirements

1. Attendance and participation in all classes and related activities.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
5. Positive recommendation on the teacher recommendation form.

### Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

The professional dispositions may be placed under five categories:

1. Professional attributes such as promptness, adequate preparation and good attitude;

2. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
3. Upholding ethical and professional standards;
4. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

### **Personal Technology (cell phones, texting, etc.)**

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

### **"News and Announcements" on the SOE Website**

Ensure that you check the News and Announcements at least weekly on the SOE Website ([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

### **Inclement Weather**

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

### **Course Assignments:**

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. 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. Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the M.Ed. program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

### **Assignments for this course include:**

- Discussion Boards on educational theory topics. This will include five discussion boards at 5% each. (25%)
- Interview of a content-specific teacher with commentary on problem solving approaches that are most effective in teaching content areas (10%).
- Demonstration model portfolio of strategies most effective in teaching in the student's content area (20%).
- Project for working with students with disabilities and students that are linguistically diverse (15%).
- Midterm (15%) and Final Exam (15%).

### Points Grade

93 - 100 = A  
 89 - 92 = B+  
 85 - 88 = B

82 - 84 = C+  
77 - 81 = C  
<77 = F



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

Department/School Education Date 7/26/2017

Course No. or Level EDUC 628 Title Planning for Teachers

Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.) Laboratory \_\_\_\_\_

Prerequisites None

Enrollment expectation 15

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

modification N/A

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


substitute N/A

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

alternate N/A

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

Name of person preparing course description James Ritter

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2018

Date of School/Department approval 8-17-17

Catalog Description:

EDUC 628 PLANNING FOR TEACHERS (3) (Prerequisite: Admission to M.Ed. in Teaching and Learning Program) This course is designed to develop an understanding of effective instructional planning, both long range and short-range, to improve student achievement and classroom measurement. This course introduces students to designing and using standards-driven assessments using curriculum standards. Both informal and formal test interpretation are covered. Consideration of methods for planning in the student's major content teaching field is emphasized.

Purpose: 1. For Whom(generally?):

This class is for graduate students seeking a greater understanding of the planning process as it relates to teaching and learning in the classroom.

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

The course should provide students a better understanding of key facets of the planning process to teach students in schools.

Teaching method planned: Lecture

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

Skowron J. and Danielson, C. (2015). *Powerful lesson planning: Every teacher's guide to effective instruction*. Corwin: NY.

Course Content:

Course Objectives

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

- To discuss and understand selected concepts and terms related to lesson planning for teachers of different content areas.
- To write highly effective lesson plans that include quality peripherals.
- To use technology effectively in writing lesson plans.
- To discuss and understand the role of student achievement in writing effective lesson plans in applicable content areas.
- To demonstrate the ability to use standards-driven assessments as part of highly effective lesson planning.
- To align lesson plans with instruction and standards in applicable content areas.
- To interpret informal and formal assessments to drive lesson planning.

Major Topics to be Included:

- Concepts and terms related to lesson planning.
- The role State standards play in instructional planning for specific content areas.
- How technology, resources, and peripherals can enhance lesson plans.
- How lesson plans can be used to drive high quality instruction.
- How informal and summative assessments factor into lesson planning and providing high quality instruction.

Sample Course Assignments:

| Assignment                            | Percent of Course Grade |
|---------------------------------------|-------------------------|
| Lesson Plans (Content-Specific)       | (5 @5% each)<br>25%     |
| Lesson Planning Software Presentation | 10%                     |
| Pre/Post Tests for Lesson Plans       | 15%                     |
| Case Study for Planning Assessments   | 20%                     |
| Midterm Exam                          | 15%                     |
| Final Exam                            | 15%                     |

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Grade Scale: Points

Grade

|          |   |    |
|----------|---|----|
| 93 - 100 | = | A  |
| 89 - 92  | = | B+ |
| 85 - 88  | = | B  |
| 82 - 84  | = | C+ |
| 77 - 81  | = | C  |
| <77      | = | F  |

(Include a syllabus for the course.)

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

9/03

**EDUC 628 Planning for Teachers (3SH)  
Fall 20XX**

**Instructor:** Dr. XXXX  
**Meeting Location:** TBD  
**Time:** TBD  
**Prerequisites:** None  
**Co-requisites:** None  
**Office:** CEMC XXX  
**Phone:** 843-661-XXXX  
**Email:** [XXX@fmarion.edu](mailto:XXX@fmarion.edu)

**Office Hours:** Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

**TBA:** Please check Blackboard for days and times.

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

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### Major Topics to be Included:

- Concepts and terms related to lesson planning.
- The role State standards play in instructional planning for specific content areas.
- How technology, resources, and peripherals can enhance lesson plans.
- How lesson plans can be used to drive high quality instruction.
- How informal and summative assessments factor into lesson planning and providing high quality instruction.

### Required Text:

Skowron J., & Danielson, C. (2015). *Powerful lesson planning: Every teacher's guide to effective instruction*. Corwin: NY.

### Course Materials:

- LiveText Subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
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### Course Requirements

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3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
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Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the M.Ed. program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

### **Assignments for this course include:**

- Prepare 5 standards-based lesson plans in the student's content area at 5% each. (25%)
- Prepare a presentation on lesson planning software to share with the class (10%).
- Develop a pre-and post-assessment for prepared lesson plans (15%).
- Interpret assessment results as part of a case study and provide planning possibilities for a class in the student's specific content area (20%).
- Midterm (15%) and Final Exam (15%).

### Points Grade

93 - 100 = A  
89 - 92 = B+  
85 - 88 = B  
82 - 84 = C+  
77 - 81 = C  
<77 = F

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

Department/School Education Date 7/26/2017  
Course No. or Level EDUC 629 Title Classroom Management and Supervision  
Semester hours 3 Clock hours: Lecture 37.5 hours (2250 min.)  
Laboratory \_\_\_\_\_  
Prerequisites None  
Enrollment expectation 15

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

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

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

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

Name of person preparing course description James Ritter

Department Chairperson's/Dean's Signature *Shaunna Holcomb*

Provost's Signature *Peter King*

Date of Implementation Fall 2018

Date of School/Department approval 8-17-17

Catalog Description:

EDUC 629 CLASSROOM MANAGEMENT AND SUPERVISION (3) (Prerequisite: Admission to M.Ed. in Teaching and Learning). This course is designed for teacher candidates with minimal classroom experience. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Consideration of methods in the student's major content teaching field is emphasized.



Purpose: 1. For Whom (generally?):

This class is for M.Ed. in Teaching and Learning students seeking a greater understanding of classroom management and supervision of students within the classroom and school.

2. What should the course do for the student?

The course should provide students a better understanding of concepts related to classroom management and supervision of students in schools.

Teaching method planned: Lecture

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

Emmer, E., and Evertson, C. (2012). *Classroom management for middle and high school teachers (9<sup>th</sup> ed.)*. Pearson: NY.

Course Content:

Course Objectives

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

- Use multiple classroom management strategies to providing effective instruction in the classroom.
- Discuss classroom management systems that can be used with diverse student populations.
- Write a highly effective classroom management plan.
- Incorporate classroom management into lesson plans for effective instruction.
- Use evidence based prevention and intervention techniques.
- Use discipline strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.

Major Topics to be Included:

- Research-based classroom management strategies.
- Use of classroom management systems to improve student behavior.
- Classroom management techniques for working with students from diverse backgrounds.
- Incorporation of classroom management strategies into lesson plans.
- Discipline strategies for responding to inappropriate behaviors in the classroom.
- Preventing problem behaviors and building positive relationships with students.
- How to disrupt patterns of negative behavior to get better classroom management results.

Sample Course Assignments:

| Assignment   | Percent of Course Grade |
|--|-------------------------|
| Discussion Board on Classroom Management and Supervision | (5 @5% each)<br>25%     |
| Behavior Case Study                                      | 20%                     |
| Participation  | 5%                      |
| Classroom Management System Portfolio                    | 20%                     |

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Class Quizzes

(3@ 10% each)

30%

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Grade Scale:

Points Grade

93 - 100 = A

89 - 92 = B+

85 - 88 = B

82 - 84 = C+

77 - 81 = C

<77 = F

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

9/03

**EDUC 629 Classroom Management and Supervision (3SH)  
Fall 20XX**

**Instructor:** Dr. XXXX  
**Meeting Location:** TBD  
**Time:** TBD  
**Prerequisites:** None  
**Co-requisites:** None  
**Office:** CEMC XXX  
**Phone:** 843-661-XXXX  
**Email:** [XXX@fmarion.edu](mailto:XXX@fmarion.edu)

**Office Hours:** Every effort will be made to hold office hours according to the schedule provided. There will be times when I must be in the field for supervision and I might not be available during the listed hours. It is then beneficial to make an appointment to see me.

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

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### **Course Objectives**

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

- Use multiple classroom management strategies to providing effective instruction in the classroom.
- Discuss classroom management systems that can be used with diverse student populations.

- Write a highly effective classroom management plan.
- Incorporate classroom management into lesson plans for effective instruction.
- Use evidence based prevention and intervention techniques.
- Use discipline strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.

### Major Topics to be Included:

- Research-based classroom management strategies.
- Use of classroom management systems to improve student behavior.
- Classroom management techniques for working with students from diverse backgrounds.
- Incorporation of classroom management strategies into lesson plans.
- Discipline strategies for responding to inappropriate behaviors in the classroom.
- Preventing problem behaviors and building positive relationships with students.
- How to disrupt patterns of negative behavior to get better classroom management results.

### Required Text:

Emmer, E., and Evertson, C. (2012). *Classroom management for middle and high school teachers* (9<sup>th</sup> ed.). Pearson: NY.

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- LiveText Subscription.
- Folder for court case study.
- BlackBoard Account: You will be able to access course materials and assignments. **Please make sure that you only enroll in your particular course section. Please send all emails to the instructor via FMU email.**
- Supplemental readings will be provided by your instructor.

### Course Requirements

6. Attendance and participation in all classes and related activities.
7. Completion of required readings/preparations before class dates indicated on schedule.
8. Successful completion of all assignments/projects.
9. Successful completion of quizzes/exams. These may take the form of take home exams, in-class exams, and standardized multiple-choice exams.
10. Positive recommendation on the teacher recommendation form.

### Dispositions Statement:

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well s/he feels you are demonstrating these behaviors. The School of Education Teacher Candidate Dispositions Policy is stated in the Initial Teacher Candidate Handbook beginning on page 13 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

You can find more information about the Teacher Candidate Disposition Conflict Resolution System in the Initial Teacher Candidate Handbook beginning on page 17 at

<http://images.acswebnetworks.com/2017/78/TeacherCandidateHandbook22411.pdf>

The professional dispositions may be placed under five categories:

6. Professional attributes such as promptness, adequate preparation and good attitude;
7. Demonstration of instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn;
8. Upholding ethical and professional standards;
9. Demonstration of respect for families, cultures, and communities and a sense of fairness and respect; and,
10. Demonstration of respect for colleagues, P-12 students, faculty and staff.

### **Personal Technology (cell phones, texting, etc.)**

Engaging in personal conversations, preparing assignments for another class, coloring, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**. Cell phones are not permitted unless otherwise stated by the professor. Please ensure that your cell phones are off when you enter the classroom. If you feel that you have a sufficient reason for your cell phone to be on, please speak with the instructor prior to class.

### **"News and Announcements" on the SOE Website**

Ensure that you check the News and Announcements at least weekly on the SOE Website ([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for important information pertaining to student teaching and SLED, as well as other important news that is beneficial for you.

### **Inclement Weather**

- Should inclement weather be a problem for the instructor, then all assignments and course materials for the class will be posted on Blackboard. Please check this regularly!
- If the university is closed due to inclement weather, Blackboard will be the first point of contact for students to get instructional materials and assignments.
- Should electricity and other utilities not be in operation because of inclement weather, then please consult your local radio/TV station for details on university closings when safe and possible.

### **Course Assignments:**

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. 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. Teacher candidates must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded.

Assignments must be typed (double-spaced, 12-point font, Arial or Times New Roman) unless otherwise noted by the instructor. While the focus of the MAT program is pedagogy, it is expected that all candidates submit assignments that demonstrate excellent writing skills, and as such the use of appropriate grammar and spelling will be included in the grading.

### **Assignments for this course include:**

- Discussion boards assignments based on content areas 5% each. (25%)
- Case study on a classroom behavior (20%).
- Participation (5%).
- Classroom management system portfolio for the student's content area (20%).
- Class quizzes (3) at 10% each (30%).

### Points Grade

93 - 100 = A  
89 - 92 = B+  
85 - 88 = B  
82 - 84 = C+  
77 - 81 = C  
<77 = F

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

Department/School Health Sciences Date August 22, 2017

Course No. or Level IPHC 545 Title Guided Graduate Health Sciences Elective

Semester hours (3), (2), or (1) Clock hours: Lecture (3), (2), or (1) Laboratory (3), (2), or (1)

Prerequisites Permission of the Program Chair/Director

Enrollment expectation 6

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 Karen Gittings / Karen Gittings

Provost's Signature Peter King

Date of Implementation August 2018

Date of School/Department approval Nursing Graduate Committee

**Catalog description:** This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

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

This course is needed because some of the APRN courses are odd credits. HRSA-based scholarship recipients need to be full-time each semester. Full-time status is not a problem in the Fall and Spring semesters, but some courses in the summer only total five (5) credit hours leaving scholarship recipients scrambling for additional appropriate online credits. This year (summer 2017) the School of Health sciences used an undergraduate (NURS 445) Guided Nursing Elective (Catalog, p. 157) to fill the credit gap so student could maintain their federal funding.

In anticipation of similar situations possibly occurring in the future with physician assistant or speech language pathology students who may have to retake a course or become federally funded, it is prudent to develop this elective to be interprofessional.

Teaching method planned:

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

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.)

When completed, forward to the Office of the Provost.

9/03



**School of Health Sciences**

**Course Title:** Guided Graduate Health Sciences Elective  
**Course Number:** IPHC 545  
**Credit Hours:** (3), (2), or (1) Credit(s)  
**Day and time:** TBA  
**Location:** TBA

**Prerequisites:** Permission of the Program Chair/Director

**Co-requisites:** N/A

**Course Coordinator:**

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

**Course Description:** This course provides graduate students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in an advanced health sciences area. The learning goals, proposed schedule, site and method of evaluation, as well as the preceptor, are chosen by the students with the approval of the instructor. Graduate students may not use a certification review courses as a Guided Health Sciences Elective. A maximum of four credit hours may be earned toward graduation.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:  
(To be determined mutually between the student and the instructor)

**Teaching Strategies:**

Teaching strategies will consist of discussions, written assignments, possible observation of student performance in the simulation/lab setting, and debriefing. Teaching strategies may be accomplished face-to-face or online.

**Textbook(s):**

**Required:** To be determined.

**Methods of Evaluation:**

In order to progress in FMU graduate programs, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog*).

**Classroom Evaluation Methods:**

| Assignment | Percent of Final Grade |
|------------|------------------------|
|            |                        |
|            |                        |



|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

**Classroom Grading Scale:**

| Alphabetic | Raw Score   |
|------------|-------------|
| A          | 93-100      |
| B+         | 89-92       |
| B          | 85-88       |
| C+         | 81-84       |
| C          | 77-80       |
| F          | 76 or below |

**Rounding:**

Per program policy, only final grades will be rounded. Final Grades of 0.5 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Scheduled Tests/Exams:**

Missed tests/exams will be handled at the discretion of the course coordinator and will be outlined in the syllabus.

**Test Taking Guidelines:**

Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- The proctor and one other designated learner will keep their cell phone in view in case of a Swamp Fox Alert. . If a student has a cell phone at his or her desk during a quiz or test, the student will receive a 0.
- Once a quiz/test/exam is started the learner cannot leave.
- Once a learner accepts a test they cannot stop taking test and postpone taking it for any reason. If they hand in an uncompleted test the grade stands as is.

**Computer**

**Use:**

**Personal Computers:**

Because computers are an essential learning tool, every student is required to have his or her own laptop or portable computer.

The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged, since some classrooms do not provide individual electrical outlets for students.

Personal handheld devices are recommended that can download eBooks for reference. If a learner does not have a handheld device, they will be able to purchase the paper copy of the book.

**Other Computer Access on Campus:**

FMU's Academic Computer Center and the Department Computer/ Student Lounge in the LNB are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole for any purpose. Students are required to follow all FMU policies with regards to disk write rights, piracy, viruses, climate, and media when working in the computer lab.

### **Acceptable Uses of the Internet:**

Guidelines for acceptable Internet use are available in the *FMU Catalog*, as well as on the Academic Computing section of the FMU website ([www.fmarion.edu](http://www.fmarion.edu)).

Refer to the appropriate: *Graduate Handbook* ("Acceptable Uses of the Internet")

### **Printing:**

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

### **Computerized Testing:**

#### **Respondus and Respondus Monitor:**

The Health Sciences programs uses Respondus LockDown Browser for computerized testing. "LockDown Browser is a custom browser that locks down the testing environment within a learning management system" (<http://www.respondus.com/products/lockdown-browser/>).

For all online tests taken off campus, Respondus Monitor is utilized. "Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams" (<http://www.respondus.com/products/monitor/index.shtml>). The webcam can be built into your computer or plug in with a USB cable. Instructions for downloading and use of Respondus LockDown Browser can be found on the Student Site.

Respondus Lockdown Browser and Respondus Monitor require high-speed Internet access.

## **ACADEMIC INFORMATION**

### **Classroom Attendance Policy:**

The University policy regarding class attendance states, "It is the responsibility of the learner to attend all scheduled meetings in the course in which he/she is enrolled. Attendance sheets are required, and it is the learner's responsibility to sign the attendance roster. Please refer to "Class Attendance Policy" *FMU Catalog (current edition)*.

### **Written**

### **Paper**

### **Requirements:**

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

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

### **E-mail:**

Electronic mail is an essential component of communication between Faculty, administration, and learners; therefore, all learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the

proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue.

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

Learners are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **Social Networking Policy:**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU programs, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **FMU Non-Discrimination Policy:**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University’s Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu) )

### **Learner Responsibilities:**

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

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

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

### **Academic Dishonesty:**

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

### **Code of Ethics:**

The School of Health Sciences subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners 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 School of Health Sciences, or the profession. Please see the *Graduate Handbook (current edition)*.

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

Learners must abide by the South Carolina Professional Practice Act related to their discipline (*South Carolina Department of Labor, Licensing, and Regulation*: <http://www.scstatehouse.gov/code/t40c033.php>)

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

Learners need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior. Taping is not permitted in test reviews.

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

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

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

### **Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:

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

\*All academic warnings are cumulative throughout the program.

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

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

## CLINICAL INFORMATION

### Clinical Attendance and Punctuality Clinical Attendance Policy:

100% attendance and punctuality of all clinical experiences is expected. The following policies apply to clinical absences and lateness:

- When a student cannot attend the clinical session, the student must call and speak directly to staff at the assigned clinical unit one hour prior to the start of the clinical session. Additionally, the student must email the clinical instructor one hour prior to the start of the clinical session.
- Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation for clinical failure.
- Following an absence, students are responsible for contacting the course coordinator about make-up requirements.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. Late is defined as arrival at the clinical site past the designated start time. Any student who arrives at the clinical site 15 or minutes past the designated start time, even if a first occurrence, will be sent home.
- The first time a student is late; he/she will receive a written warning for tardiness/unprofessional behavior. The second time a student is late, he/she will receive a second written warning for tardiness/unprofessional behavior, and will be sent home from the clinical setting for the day; this constitutes a clinical absence, and will be subject to the above attendance policy. The third time a student is late, he/she will be sent home, and will receive a course failure.
- The student who arrives at his/her clinical setting with symptoms of illness may be sent home by the clinical faculty, constituting a clinical absence.

### Cell Phone Usage:

Cell phones are to be on vibrate in the clinical area. No use of cell phones in the clinical area. Any emergency calls must be made outside the clinical area or in a break room. Any violation of this policy will result in a clinical warning. All clinical warnings are cumulative.

### Maintaining current certification is the sole responsibility of the learner:

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

### Disclaimer:

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

## CONTENT INFORMATION

### Topical Outline:

| Week/ Date | Content:<br>Sub topics | Resources: Reading Assignments and other resources utilized in the course | Evaluation Methods: List all methods utilized in the course and when assignments are due. Must relate back to your learning outcomes – we should be evaluating the attainment of what we said the learner will know by the end of the course. |
|------------|------------------------|---|---|
|            |                        |   |   |

**GRADING RUBRICS** (optional but a great idea so it is set in the beginning)

*Revised 5/10/2017*