

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date 7-9-2021

Course No. or Level EDUC 529 Title Classroom and Behavior Management

Semester hours 3 Clock hours: Lecture 3 Laboratory

Prerequisites None

Enrollment expectation: 10

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. Michelle R. Murphy

Department Chairperson's/Dean's Signature *Cudi Nixon*

Provost's Signature *Peter King*

Date of Implementation: Spring 2023

Date of School/Department approval: August 19, 2021

## Catalog description:

This course is designed for teacher candidates in the Accelerated Master's Program. The course is focused on teaching candidates to approach the classroom with a comprehensive plan for implementing positive and proactive classroom management strategies to prevent problem behaviors in the classroom such as structuring the learning environment, building positive relationships with students, and providing effective instruction. Participants will also learn evidence-based intervention techniques and strategies for responding to student behaviors.

Purpose: 1. For Whom (generally?)

This course is designed for teacher candidates in the Accelerated Master's Program.

2. What should the course do for the student?

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

- Understand how disruptive behavior negatively affects instruction and learning.
- Discuss and understand multiple classroom management strategies for creating a positive learning environment.
- Discuss and understand classroom management systems that can be used with diverse student populations.
- Become familiar with and consider how culture influences student behavior.
- Understand how to incorporate classroom management into lesson plans for effective instruction and learning.
- Understand how to use evidence based prevention and intervention techniques.
- Understand how to use surface management strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of using behavior specific praise and acknowledgement systems.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.
- Identify and describe core components of a comprehensive classroom management/behavior system.
- Demonstrate the ability to develop a highly effective comprehensive classroom management/behavior plan.

Teaching method planned:

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

Instructional materials, additional readings, activities and assignments for the course will be posted and available on the course page within the FMU Blackboard environment – [FMU Blackboard](#).

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

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

Jones, V. & Jones, L. (2016). Comprehensive Classroom Management: Creating Communities of Support and Solving Problems, Enhanced Pearson eText with Updated Loose-Leaf Version – Access Card Package, (11<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0134444353; ISBN-13: 9780134444352

\*This is the digital + print package.

**\*\*All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.**

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

Major concepts covered include (but are not limited to):

- Foundations of Classroom Management
- Theoretical approaches to and perspectives on including Trauma-Sensitive and Culturally Responsive classroom practices
- Students' Psychological Needs
- Positive Teacher-Student Relationships
- Positive Peer Relationships
- Collaboration with Parents and Families
- Standards for Classroom Behavior and Positive Learning Environments (both teacher and student behaviors, expectations, rules, routines, planning effective instruction, etc.)
- Motivating and Engaging Students
- Responding to Student Behavior (positive and negative consequences, techniques and strategies for approach including surface management strategies, behavior specific praise, acknowledgement systems, etc.)
- Teaching/Using Problem Solving
- Developing a Classroom/Behavior Management Plan
- Individualizing Classroom/Behavior Management Plan for students needing additional supports and intervention

\*See proposed course syllabus



## **Department of Education**

### **Accelerated Master's Program Course**

**Course Number:** EDUC 529

**Course Title:** Classroom and Behavior Management

**Credit Hours:** 3

**Semester and Year:** Spring 20XX

**Course/Term Dates:** TBD

**Meeting Location:** Online - Course meetings for EDUC 529 are virtual and asynchronous, with all course content presented online via Blackboard (as detailed in the Class Schedule/Agenda section of this syllabus).

**Prerequisites:** None

**Instructor:** TBD

**Phone/Voicemail:** 843-661-XXX

**E-mail:** [XXX@fmarion.edu](mailto:XXX@fmarion.edu)

**Office Location/Hours:** CEMC XXX

\*Office Hours: TBD

(Other availability by appointment only)

#### ***Course Description:***

EDUC 529: This course is designed for teacher candidates in the Accelerated Master's Program. The course is focused on teaching candidates to approach the classroom with a comprehensive plan for implementing positive and proactive classroom management strategies to prevent problem behaviors in the classroom such as structuring the learning environment, building positive relationships with students, and providing effective instruction. Participants will also learn evidence-based intervention techniques and strategies for responding to student behaviors.

#### ***Required Textbook:***

Jones, V. & Jones, L. (2016). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*, Enhanced Pearson eText with Updated Loose-Leaf Version – Access Card Package, (11<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN-10: 0134444353; ISBN-13: 9780134444352

\*This is the digital + print package.

The digital portion provides access to the Enhanced Pearson eText for viewing of accompanying media. This also allows for online reading of text – for those that prefer this format. The print portion provides a loose-leaf version – you can put in a binder – for those that prefer to read the text in this format.

Using a digital + print package for this course incorporates Universal Design for Learning (UDL) principles – multiple means of representation and engagement. This offers options for you all to choose the reading format

that is individually preferred, and the ability for me to present, and you to engage with, the content in various formats – written text as well as digital media.

**\*\*All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.**

***Learning Outcomes:***

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

- Understand how disruptive behavior negatively affects instruction and learning.
- Discuss and understand multiple classroom management strategies for creating a positive learning environment.
- Discuss and understand classroom management systems that can be used with diverse student populations.
- Become familiar with and consider how culture influences student behavior.
- Understand how to incorporate classroom management into lesson plans for effective instruction and learning.
- Understand how to use evidence based prevention and intervention techniques.
- Understand how to use surface management strategies for responding to inappropriate behaviors when they do occur in the classroom.
- Understand the importance of using behavior specific praise and acknowledgement systems.
- Understand the importance of preventing problem behaviors in the classroom by building positive relationships with students.
- Identify and describe core components of a comprehensive classroom management/behavior system.
- Demonstrate the ability to develop a highly effective comprehensive classroom management/behavior plan.

In addition upholding the SOE's Conceptual Framework, learning outcomes for this course are aligned with the Council for Exceptional Children's (CEC) K-12 Initial Professional Preparation Standards, High Leverage Practices (HLPs), South Carolina Teaching Standards (SCTS) 4.0/NIET, Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the following ways:

CEC	Standards 1.1, 2.2, 4.1, 5.2, 6.1, 6.2, 6.3, and 7.2
HLPs	HLP #s 4, 7, 8, 9, 10, 15, 16, 21, and 22
SCTS 4.0/NIET	Domain: Environment; Indicators/Quality Measures: Expectations, Engaging and Managing Student Behavior, Environment, and Respectful Culture
CAEP	Standard R1.1
InTASC	Standard 3

***Teaching Strategies:***

This is an online Blackboard Learning System enhanced course and will consist of some of the following methods of presentation: lecture, podcasts/guest lecturers, class/group presentations, audio-visual aids/power points, group/class discussions, interactive web-based activities, seminars, written assignments, handouts/additional readings, role-play, computer-assisted instruction, and/or case studies.

Instructional materials, additional readings, activities and assignments for the course will be posted and available on the course page within the FMU Blackboard environment – [FMU Blackboard](#).

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

### **Course Assignments for EDUC 529**

This course will cover all chapters of your required course text. It is expected that students read the required text (and any additional assigned readings, lectures, and content) and/or complete any interactive web-based activities each week, participate in class discussions, and complete all group and individual assignments/activities as described in detail within Blackboard. It is important that you work through/complete each course module as designed/presented, including A-F described below:

#### **A. Learning Module Activities:**

Coursework will be arranged into Learning Modules available online through Blackboard (**located under the Learning Modules tab**). Each Learning Module will be organized by Weekly Modules that correspond with text chapters, course content and major topics. Each week, students will view and listen to all instructional materials located in the module, and complete all included activities by the unit completion date (see class schedule/agenda). The activities are designed to inform students about the principles of the field, stimulate thinking, and promote reflections expressed in the Discussion Board prompts. **As one module ends (see class schedule/agenda), the next module will be released in Blackboard.** While all information, instructional materials and activities will remain available from previous modules throughout the course, assignment links for assignment/assessment submissions will no longer be available after the module/assignment's due dates have passed (i.e., **no late assignments will be accepted**).

#### **B. Affirmation Form: 5 points**

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. **After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard (under the Course Information tab). This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.**

#### **C. Introduction: 10 points**

At the start of the course, students will make an Introduction "post" to introduce themselves to classmates by recording a short video introduction on FlipGrid. **This FlipGrid code/access and detailed instructions will be in Week 1 Learning Module, under the Learning Modules tab for completion by the announced due date (see class schedule/agenda).**

#### **D. Discussion Board Participation: 10 points**

Students will contribute to a discussion board forum with a topic related to a portion of the corresponding module's content. To create conversations, it will be helpful to make original posts as you begin working through the module, then return to review your peers' posts to make reflective responses before the end of the week/module – you may certainly respond to multiple posts made by peers if you'd like. **The prompt and detailed instructions for the discussion post will be located under the Discussions tab as the matching content is covered.** For the full 10 points you are expected to respond to the question with an original post and to one other student's thread with a thoughtful reflection.

*\* See also the discussion board rubric posted in Blackboard under the Course Information tab for further guidance on completion/scoring of discussion board participation.*

**E. Quick Checks for Understanding: 100 points (10 x 10 points)**

Students will take a graded “quick check” to assess their understanding of the content within each module that includes readings from the course text. The quick check for understanding will be worth 10 points each for a possible total of 100 points and will be taken online through Blackboard. **These quick checks will be located under the Quick Checks tab. Each quick check can only be taken once and will have a 45-minute time limit for completing either multiple choice and/or an essay items.** Each quick check will be due at the end of each Learning Module for which it was assigned (see class schedule/agenda). **Quick checks will no longer be available after 11:59 p.m. on the due date.**

**F. IRIS Center STAR Legacy Modules**

This course will include completion of two online modules developed by the IRIS Center – which is headquartered at Vanderbilt University and funded by the US Department of Education’s Office of Special Education Programs (OSEP).

- a. **IRIS Part 1 (40 points)** - There will be information about the module, a link for access, and details about the assignment and assessment for submission in Module 9. There will also be a submission link in Blackboard for you to submit your typed responses to the items in the Assessment section after you complete the module (located under the **IRIS - Classroom Management Part 1** tab)
- b. **IRIS Part 2 (70 points)** - There will be information about the module, a link for access, and details about the assignment and assessment for submission in Module 11. There will also be a submission link in Blackboard for you to submit your typed responses to activities on module pages 3-9 that you use to create your Classroom Management/Behavior Plan as the assessment once you complete the module (located under the **IRIS Part 2 – Classroom Management/Behavior Plan** tab). Your Classroom Management/Behavior Plan will be the written result of you being guided through the steps of creating each of the essential components for your classroom: Statement of purpose, Rules, Procedures, Consequences (positive and negative), Crisis Plan, and Action Plan. This will become a tool that you are able to continue to develop and expand upon as you continue to use evidence-based best practices in the classroom.

**METHODS OF EVALUATION:**

All written assignments will be evaluated using the following criteria: accuracy of content; grammar, spelling, and organization; adequacy and clarity of content; and timeliness.

Assignment/Activity	Points Value
Affirmation Form	5 points
Introduction	10 points
Discussion Board Participation	10 points
Quick Checks	100 points
IRIS – Classroom Management Part I	40 points
IRIS Part 2 – Classroom Management/Behavior Plan	70 points
<b>Total Points</b>	<b>235 points</b>

***Classroom Grading Scale:***

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

Alphabetic Grade	Score (Percentage)	Total Points	Descriptor	GPA
A	90-100%	211 - 235	Distinction	4.0
B+	87-89%	204 - 210		3.5
B	80-86%	188 - 203	Above Average	3.0
C+	77-79%	181 - 187		2.5
C	70-76%	165 - 180	Average	2.0
F	Below 70%	164 & below	Unsatisfactory (no credit)	0

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

If contact has not been made with the professor by the end of the drop/add period a student will be dropped from the course.

Withdrawal without academic penalty will only be granted on or before the date indicated on the current FMU academic calendar. After that date, no withdrawals will be granted, and the student will receive the grade earned at the end of the term.

Incompletes are only issued on a very limited basis. A grade of "I" will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

### **ACADEMIC INFORMATION:**

#### ***Affirmation Form:***

The last page of this syllabus is the Affirmation Form that indicates you have read and understand all course policies. After reading the syllabus thoroughly, please print the last page and follow the directions required for completion BY HAND (not digitally). To return the form to Instructor XXX: Upload a clear and legible scanned copy or photograph of the completed form via the assignment link in Blackboard. This is due no later than 11:59pm on XXX, 20XX or you will be dropped from the course.

### **Francis Marion 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

***School of Education Professional Dispositions Statement:***

An important aspect of becoming a highly qualified educator is the demonstration of appropriate professional dispositions or behaviors. 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. These behaviors will be clearly identified and monitored throughout your educational program (particularly for those seeking professional licensure) in all courses and experiences. If your professor or your program committee recognizes a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students.

***E-mail:***

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9-5 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc), complimentary closing, and signature that includes your FMU ID#.**

When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course** (EDUC ###) in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*

***Subject:*** EDUC ### - *Question about X*

***Body:***

*Dear Dr. XXX,*

*Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.*

*Thanks/Sincerely/Best/Etc.*

*Your First and Last Name*

*Your FMU ID #*

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.

In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

***Guidelines for Faculty Appointments:***

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

**Computer Use:**

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

In addition, this is an online course designed to include asynchronous class sessions via weekly modules posted in Blackboard, therefore access to the Internet is needed. In addition, there will be important updates and information posted regularly in Blackboard under the Announcements tab, with notifications sent to your email. It is your responsibility to check Blackboard and your email for announcements and updates.

**Technical Support:**

In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available by phone at: (843) 661-1111 or in person (Stanton Academic Computer Center) during the Fall and Spring semesters: Monday – Friday, 8:00 a.m. to 5:00 p.m. Summer hours are: Monday – Thursday, 8:00 a.m. to 5:15 p.m.

**LiveText:**

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

**News and Announcements:**

It is recommended and suggested that you check the School of Education webpage, particularly the News and Announcements, on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

You may do this by going to the Francis Marion Website, [www.fmarion.edu](http://www.fmarion.edu), clicking on “Academics”, then scrolling and choosing “School of Education”. From the School of Education page, select “News and Announcements” from the menu on the left side of the page. You may also follow this link: [SOE News and Announcements](#)

**Social Networking Policy:**

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

**Learner Responsibilities:**

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

**Academic Integrity:**

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

In addition, your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the “FMU Honor Code” section of the Student Handbook available at this link: [FMU Student Handbook](#) so that you are aware of the policy that will be followed in this course regarding academic conduct.

***Students Requiring Learning Supports/Americans with Disabilities Act (ADA):***

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

**Disclaimer**

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

Additionally, any exemption to the academic information above will be determined on a case-by-case basis at the instructor’s discretion.

## EDUC 529 Class Schedule/Agenda

\*Please note that this schedule is a guide and may be changed to accommodate instructor and student needs and goals for the course. If changes are made, you will be notified.

<b>Week/Date(s):</b>	<b>Overview of Topics and "To Do":</b>	<b>Assignments Due:</b>
<b>Week 1</b>  Jan. XXXX – XXXX	<b>Complete Module Activities for:</b> Week 1 - Getting Started  Introductions, Course overview and discussion of syllabus and Blackboard course page  <ul style="list-style-type: none"> <li>• Read syllabus</li> <li>• Complete, sign and return Affirmation Form</li> <li>• Make Introductions</li> <li>• Explore the course Blackboard site</li> </ul>	<b>By XXX at 11:59pm:</b> <ul style="list-style-type: none"> <li>• <b>Affirmation Form</b> (via Bb)</li> <li>• <b>Introduction</b> (via FlipGrid = accessible from within Bb)</li> </ul>
<b>Week 2</b>  Jan. XXXX – Feb. XXXX	<b>Complete Module Activities for:</b> Module 1 – CH. 1 – Classroom Management in Perspective  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)	<b>By XXX at 11:59pm:</b> <ul style="list-style-type: none"> <li>• <b>Quick Check #1</b> via Blackboard</li> </ul>
<b>Week 3</b>  Feb. XXXX – XXXX	<b>Complete Module Activities for:</b> Module 2 – CH. 2 – Understanding Students' Basic Psychological Needs  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)	<b>By XXX at 11:59pm:</b> <ul style="list-style-type: none"> <li>• <b>Quick Check #2</b> via Blackboard</li> </ul>

Week/Date(s):	Overview of Topics and "To Do":	Assignments Due:
<p>Week 4</p> <p>Feb. XXX – XXX</p>	<p><b>Complete Module Activities for:</b> Module 3 – CH. 3 – Establishing Positive Teacher-Student Relationships (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p> <ul style="list-style-type: none"> <li>• <b>Discussion Board</b> - Make an original post related to the prompt <i>and</i> respond to at least one peer's post</li> </ul>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #3</b> via Blackboard</li> <li>• <b>Discussion Board Post</b> due via Blackboard</li> </ul>
<p>Week 5</p> <p>Feb. XXX – XXX</p>	<p><b>Complete Module Activities for:</b> Module 4 – CH. 4 – Creating Positive Peer Relationships (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #4</b> via Blackboard</li> </ul>
<p>Week 6</p> <p>Feb. XXX – Mar. XXX</p>	<p><b>Complete Module Activities for:</b> Module 5 – CH. 5 – Working with Parents and Families (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #5</b> via Blackboard</li> </ul>
<p>Week 7</p> <p>Mar. XXX – XXX</p>	<p><b>Complete Module Activities for:</b> Module 6 – CH. 6 – Developing Standards for Classroom Behavior and Methods for Maximizing On-Task Student Behavior (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #6</b> via Blackboard</li> </ul>

<b>Week/Date(s):</b>	<b>Overview of Topics and "To Do":</b>	<b>Assignments Due:</b>
<p>Week 8</p> <p>Mar. XXX – XXX</p>	<p><b>Complete Module Activities for:</b>  Module 7 – CH. 7 – Enhancing Students' Motivation to Learn  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #7</b> via Blackboard</li> </ul>
<p>Week 9</p> <p>Mar. XXX – XXX</p>	<p><b>Complete Module Activities for:</b>  Module 8 – CH. 8 – Responding to Behavior that Disrupts the Learning Process  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #8</b> via Blackboard</li> </ul>
<p>Week 10</p> <p>Mar. XXX – XXX</p>	<p><b>Complete Module Activities for:</b>  Module 9 – Classroom/Behavior Management Plan Part 1  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>IRIS – Classroom Management Part 1</b> due via Blackboard</li> </ul>
<p>Week 11</p> <p>Mar. XXX – Apr. XXX</p>	<p><b>Complete Module Activities for:</b>  Module 10 – CH. 9 – Using Problem Solving to Resolve Behavior Problems  (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)</p>	<p>By XXX at 11:59pm:</p> <ul style="list-style-type: none"> <li>• <b>Quick Check #9</b> via Blackboard</li> </ul>

<b>Week/Date(s):</b>	<b>Overview of Topics and "To Do":</b>	<b>Assignments Due:</b>
Week 12 Apr. XXXX – XXXX	<b>Complete Module Activities for:</b> Module 11 – Classroom/Behavior Management Plan Part 2 (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)	By XXX at 11:59pm: <ul style="list-style-type: none"> <li>IRIS Part 2 – Classroom Management/Behavior Plan due via Blackboard</li> </ul>
Week 13 Apr. 13th – 19th	<b>Complete Module Activities for:</b> Module 12 – CH. 10 – Developing Individual Behavior Change Plans (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)	By XXX at 11:59pm: <ul style="list-style-type: none"> <li>Quick Check #10 via Blackboard</li> </ul>
Week 14 Apr. XXXX – XXXX	<b>Complete Module Activities for:</b> Module 13 – Special Topics and Wrap-up/Review (including all assigned chapter readings, additional article or text readings assigned, ppts, lectures, and/or web-based resources, activities, and IRIS modules contained in the module)	

FRANCIS MARION UNIVERSITY  
Department of Education  
Student Affirmation Form

Name: \_\_\_\_\_

Semester: Spring 20XX

Course: EDUC 529

After reading the syllabus thoroughly, please print this page. Write your initials by each point with which you agree, then sign and date the bottom by hand (not digitally). You must return this form to me by 11:59pm on XXX, 20XX or you WILL BE DROPPED from EDUC 529. To return the form: Upload a clear and legible scanned copy (use a physical scanner or scan-to-mobile device app) or take a photograph with your phone of the completed form via the assignment link in Blackboard. Please note that digitally signed or incorrectly completed forms will not be accepted as a valid course agreement.

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

\_\_\_ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

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

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

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

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

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

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

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

\_\_\_ I will agree to have personal information sent to me via email.

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

Date: \_\_\_\_\_

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



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

Check the appropriate box: X New Course      Course Modification  
Department/School EDUC 530 Date: 7.14.21

Course No. or Level EDUC 530

Title: **Methods and Strategies for Teaching and Assessing Culturally and Linguistically Diverse  
Students in the Mainstream Classroom**

Semester hours 3      Clock hours: Lecture X Laboratory   

Prerequisite: Admission to the Accelerated Master's Program or approval of  
the Director of Graduate Studies

Enrollment expectation: 10

Indicate any course for which this course is a

(an) modification \_\_\_\_\_

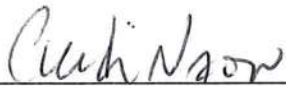
(proposed change in course title, course description, course content or method of instruction)

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 Kit SaizdelaMora, Kimberly McCuiston.

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of implementation Spring 2023 \_\_\_\_\_

Date of School/Department approval: August 19, 2021

Catalog description:

Purpose: 1. **For Whom (generally?)** This course is for students in the School of Education  
Accelerated Master's Program and graduate programs, who need to become  
familiar with effective strategies and practices to support culturally and  
linguistically diverse (CLD) students in the mainstream classroom.

2. **What should the course do for the student?** The course will encourage the  
student to become a critical thinker, problem solver, and decision-maker as

an advocate for students who are culturally and linguistically diverse in the mainstream classroom. The course will provide students with opportunities to increase their knowledge of second language development; synthesize learning theories and research that support scaffolding learning for CLD students through cooperative language-based strategies; evaluate and critique lessons/instruction for content and language objectives relevant to WIDA (World-class Instructional Design and Assessment), TESOL (Teaching English to Speakers of Other Languages), and SC Academic Standards, develop lesson plans/adapt an existing lesson plan to demonstrate appropriate use of English language proficiency standards (ELPS), CLD pedagogy, and materials; modify and adapt assessments for CLD students at various levels of English proficiency; use a valid and reliable tool appropriate for CLD students to monitor student progress over time, identify resources, including books, computer-based information, professional organizations, and community-based organizations to support CLD students' academic success as well as support their families; and evaluate children's literature for culturally and linguistically responsive characteristics. The course will provide the student a knowledge of best practices within the field of teaching students who are culturally and linguistically diverse and the relation of those practices to instructional planning, materials selection, and assessment.

Teaching method planned: As this graduate course is designed for those in the Accelerated Master's Program or Graduate school, the course format will be face-to-face. This course will include a combination of lectures, discussion, video demonstrations of practice, and reading relevant empirical and conceptual literature. This course may include up to ten (10) hours of field experience.

Textbook and/or materials required (including electronic/multimedia): *The following texts are being reviewed for possible use in this course.*

Gibbons, P. (2015). Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom (2nd ed.). Portsmouth, NH: Heinemann.

<https://www.heinemann.com/products/e05664.aspx>

#### Recommended Textbooks:

Echevarria, J., Vogt, M., & Short, D. (2016). Making content comprehensible for English learners: The SIOP model (5th ed.). Boston, MA: Pearson Education.

<https://www.amazon.com/Making-Content-Comprehensible-English-Learners/dp/0134045238>

Herrera, S. & Murray, K. (2015). Mastering ESL/EFL Methods: Differentiated Instruction for Culturally and Linguistically Diverse (CLD) Students 3rd Edition, Pearson.

<https://www.amazon.com/Mastering-ESL-Methods-Differentiated-Linguistically/dp/0133594971>

Additional readings provided via Blackboard.

### **Suggested Internet Resources**

Center for Applied Linguistics, <http://www.cal.org/>

National Association of Bilingual Education, <http://www.nabe.org/>

Teachers of English to Speakers of Other Languages, <http://www.tesol.org/>

World-class Instructional Design and Assessment, <https://wida.wisc.edu/>

Migration Policy Institute <https://www.migrationpolicy.org/>

Learning for Justice <https://www.learningforjustice.org/>

### **Course Content:**

#### **RATIONALE:**

This course will serve both Accelerated Master's Program candidates and graduate students. With the passage of the Every Student Succeeds Act (ESSA) in 2015, teachers who teach English language learners (ELLs) in mainstream elementary classrooms and secondary content area teachers are now accountable for all students' literacy development, including that of ELLs (Johnson & Wells, 2017). ELLs lag significantly behind their English-speaking peers in academic achievement (Murphy, 2014; Samson & Collins, 2012), are overrepresented in special education (Sullivan, 2011), and graduate from high school at a rate significantly lower than their English-speaking peers (NCES, 2017). Meanwhile, the percentage of K-12 students in the United States who are English language learners continues to increase (10.2 percent or about five million students as of 2018; Irwin et al., 2021). This course was developed to provide pre-service and in-service teachers in the mainstream classroom with an understanding of second language development (Cummins, 2000; de Jong et al. 2013; Lucas & Villegas, 2013; Samson & Collins, 2021) and effective strategies for teaching culturally and linguistically diverse students (Villegas et al., 2018; Espinosa, 2014; Genesee, 2014; Walqui, 2006).

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

**Spring 2023**

**Instructor:**

**Office:**

**Phone/Voicemail:**

**Office Hours:**

**E-mail:**

**Meeting times and meeting Location:**

**Course Description**

This course is designed to introduce students to concepts and strategies that will prepare them to meet the unique needs of culturally and linguistically diverse (CLD) students in the mainstream classroom. Participants in this course will study second language acquisition and development, models of teaching (including sheltering and scaffolding) and assessing ELLs, principles of culturally and linguistically responsive teaching, and strategies for engaging families of (CLD) students. Emphasis will be on developing a repertoire of practical, evidence-based, pedagogical strategies for teaching (CLD) students in the mainstream classroom through differentiation of instruction to accommodate the educational needs of (CLD) students.

**Prerequisite/Corequisite:**

By permission of the Director of Graduate Studies or admission to the School of Education Accelerated Master's Program.

**Francis Marion University *Conceptual Framework***

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

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

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

### **Course Student Learning Outcomes:**

Upon conclusion of this course, students will:

1. Demonstrate the ability to be a critical thinker, problem solver, and decision maker within the context of teaching (CLD) students in the mainstream classroom.
2. Demonstrate an increase in knowledge of principles of second language development.
3. Develop a repertoire of linguistically and culturally responsive practices for instruction.
4. Develop the ability to identify, explain, and provide different types of instruction to support (CLD) students in the mainstream classroom.
5. Demonstrate knowledge of and synthesize learning theories and research that support scaffolding learning for (CLD) students through cooperative language-based strategies.
6. Demonstrate the ability to evaluate progress monitoring tools appropriate for (CLD) students.

This course will include a combination of recorded lectures, video demonstrations and practice, reading and summarizing case studies, one cumulative examination, reflections, and both individual and small group projects.

## **Objectives/Course Outline**

Upon completion of the course, the candidate will be able to:

### ***Course Objectives and Standards Alignment***

Upon completion of the course, the teacher candidate will be able to:

Demonstrate an increase in knowledge of principles of second language development.	<b>SCDE Elementary: 1.1</b> <b>InTASC 1</b> <b>NAEYC 1a, 1c, 5b</b> <b>TESOL 1b</b> <b>TCOP 1.1, 2.1</b>
Develop a repertoire of culturally and linguistically responsive practices for instruction.	<b>NAEYC 4c, 5b</b> <b>TESOL 2c, 3e</b> <b>TCOP 1.2, 5.3</b>
Analyze language demands embedded in academic texts and learning tasks	<b>NAEYC 5b</b> <b>TESOL 1a</b> <b>TCOP 2.1, 5.3</b>
Identify and explain/compare and contrast linguistic, psycholinguistic, and pedagogical theories about the teaching of listening, speaking, reading, and writing skills in English as a second language	<b>NAEYC 5b</b> <b>TESOL 2b</b> <b>TCOP 1.1</b>
Develop lesson plans/adapt an existing lesson plan to demonstrate appropriate use of language proficiency standards (ELPS), ESL pedagogy, and materials.	<b>SCDE Elementary: 3.2</b> <b>InTASC 2, 7, 8</b> <b>NAEYC 1d, 4c</b> <b>TESOL 2c, 3a, 3e</b> <b>TCOP 1.2, 2.2, 5.3</b>
Identify and evaluate resources, including pedagogical books, children's literature (for culturally and linguistically responsive characteristics), computer-based information, professional organizations, and community based organizations to support (CLD) students /relevant to CLD instruction and their families.	<b>SCDE Elementary: 3.2</b> <b>InTASC 2</b> <b>NAEYC 2c, 4c, 5a, 5b, 6a</b> <b>TESOL 3e</b> <b>TCOP 3.1</b>
Identify and explain different types of instruction to support (CLD) students in the mainstream classroom.	<b>SCDE Elementary: 3.2</b> <b>InTASC 7, 8</b> <b>NAEYC 1d, 4c, 5b</b> <b>TESOL 2b, 2c</b> <b>TCOP 2.2, 5.1</b>

Use instructional talk and develop instructional tasks that are effective and necessary for culturally and linguistically diverse students.	<b>SCDE Elementary: 3.2</b> <b>InTASC 7, 8</b> <b>NAEYC 1d, 4c</b> <b>TESOL 2c, 3a,</b> <b>TCOP 2.2</b>
Modify and adapt assessments for (CLD) students at various levels of English proficiency.	<b>SCDE Elementary: 4.1</b> <b>InTASC 6</b> <b>NAEYC 4c, 5b</b> <b>TESOL 1c, 2c, 3e, 4b</b> <b>TCOP 1.2, 2.2, 5.1, 5.2</b>
Evaluate and critique lessons/instruction for content and language objectives relevant to WIDA (World-class Instructional Design and Assessment), TESOL, and SC Academic Standards.	<b>SCDE Elementary: 2.1</b> <b>InTASC 4</b> <b>NAEYC 4c, 5b</b> <b>TESOL 2c</b> <b>TCOP 5.1</b>
Synthesize learning theories and research that support scaffolding learning for (CLD) students through cooperative language-based strategies.	<b>NAEYC 4c, 5b</b> <b>TESOL 2b</b> <b>TCOP 1.1</b>
Develop and implement culturally and linguistically responsive instruction within the context of a field experience.	<b>NAEYC 1d, 4c, 5b</b> <b>TESOL 1d, 2c, 3a, 3b, 3c, 3e, 5d</b> <b>TCOP 1.2, 2.2, 3.2, 5.1, 5.4, 6.2</b>
Use a valid and reliable tool appropriate for (CLD) students to monitor student progress over time.	<b>SCDE Elementary: 4.1</b> <b>NAEYC 5b</b> <b>TESOL 1c, 3b, 3c, 3e, 4b, 5.2</b>
Develop habits of reflective practice relevant to teaching (CLD) students in the mainstream classroom	<b>NAEYC 6c</b> <b>TESOL 2e, 5c</b> <b>SCDE Elementary: 5.1</b> <b>TCOP 6.1</b>

## **Course Assignments:**

### **Evaluative Response Journal**

Directions: Maintain a journal containing evaluation of resources, including pedagogical books, computer-based information, professional organizations, and community-based organizations as support of (CLD) students /relevant to CLD instruction and their families. A template will be provided.

**Active Discussion Participation:** You will participate in a series of discussions designed to model effective cooperative learning, instructional talk, and discussion strategies for use with **(CLD) students**. Discussions will be focused on assigned conceptual and practical readings. You will be evaluated by the course instructor and your classmates using a rubric.

### **CLD Unit Plan Project**

**Directions:** Using what you have learned about linguistically and culturally responsive practices for (CLD) students, you will develop and implement a unit plan consisting of three (3) lessons (using the FMU lesson plan template), a progress monitoring tool, and a unit assessment. Evaluation will focus on the candidate's use of linguistically and culturally responsive teaching practices, use of progress monitoring tool, and demonstration of student progress. Materials will be submitted to Blackboard.

### **Children's/Young Adult Literature Critique (written) and Book Talk**

You will identify a book for children/young adults (within your certification grade span) with culturally and linguistically responsive characteristics. You will submit a written critique and present a book talk to your classmates explaining how you selected the book relevant to culturally and linguistically responsive characteristics, what the book is about, appropriate age level, and how you would use the text to support English Language Proficiency Standards (ELPS).



### **IRIS Module**

<https://iris.peabody.vanderbilt.edu/module/ell/>

**Directions:** You will complete the following IRIS Module: Teaching English Language Learners: Effective Instructional Practices <https://iris.peabody.vanderbilt.edu/module/ell/>

You will submit your responses to the assessment in Blackboard.

### **Cumulative Final Exam**

**Directions:** You will complete one final exam that encompasses what was learned throughout the semester. You will complete the exam on BlackBoard at the end of the semester. This must be completed individually.

Weighting of Assignments	Percentage of Grade
Evaluative Response Journal	15 percent
Active Discussion Participation	10 percent
CLD Unit Plan Project	35 percent
Children's/Young Adult Literature Critique (written) and Book Talk	20 percent
IRIS module	5 percent
Cumulative Final Exam	15 percent
<b>TOTAL</b>	<b>100 percent</b>

### **Course Evaluation**

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table.

<i>Grade</i>	<i>Description</i>	<i>Grading Scale</i>
A	Distinction	90-100%
B+		85 - 89%
B	Above average	80 - 84%
C+		75 - 79%
C	Average	70- 74%
F	Unsatisfactory (no credit)	Below 70%

**Late Assignments:** Assignments and responsibilities are due on the date/time specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignments will result in a zero grade. All assignments should be uploaded onto Blackboard and/or LiveText as instructed by the professor. **Should you have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance. All grades will be posted on Blackboard.**

**Incompletes and Withdrawals:**

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

**ACADEMIC INFORMATION**

**Affirmation Form**

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **Please fill out, sign, and return this form to the course professor by the date listed on BB or you will be dropped from this course. You will submit this as an assignment to BB.**

**Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>, Appendix 1.

### **E-mail**

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

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

### **News and Announcements:**

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

<https://www.fmarion.edu/education/soenews/>

### **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 education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Learner Responsibilities**

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

### **Guidelines for Faculty Appointments**

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

### **Academic Dishonesty**

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

### **Computer Use**

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

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

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

**Disclaimer**

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

**Tentative Course Assignment Schedule**

Week 1:  
Week 2: IRIS Module  
Week 3:  
Week 4:  
Week 5:  
Week 6: Children's/YA Literature Critique and Book Talk  
Week 7:  
Week 8  
Week 9  
Week 10:  
Week 11:  
Week 12:  
Week 13: CLD Unit Plan Project  
Week 14:  
Week 15: Final Exam

\*Evaluative Response Journal and Active Discussion participation will be submitted/assessed at multiple points over the semester.

**FRANCIS MARION UNIVERSITY**

**Department of  
Education Student  
Affirmation Form**

Name: \_\_\_\_\_ Semester: Spring 2023 Course: EDUC 530

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

\_\_ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course.

\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

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

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

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

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

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

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

\_\_ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook*.

\_\_ I will agree to have personal information sent to me via email.

Student Signature/Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Check the appropriate box:   X   New Course        Course Modification

Department/School: School of Education Date\_: July 11, 2021

Course No. or Level: 533 Title: Play and Social Development of Children

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

Prerequisites: Acceptance into the Accelerated Masters Program, or approval of the Graduate Program Coordinator.

Enrollment expectation:

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

Modification \_\_\_\_\_

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. Callum B. Johnston

Department Chairperson's/Dean's Signature Callum B. Johnston

Provost's Signature Peter King

Date of Implementation: Spring 2023

Date of School/Department approval: August 19, 2021

Catalog description: An examination of social development as it occurs in children from birth through ten years of age. The candidate will become familiar with the development of social knowledge, attachment, self-identity, self-esteem, separation and individuation, interpersonal communication processes, moral reasoning, temperament, and activities that promote prosocial behaviors that enhance the social and emotional development of young children. This course provides current and prospective teachers with an overview of the social and emotional development of children and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course will include information in creating learning environments that promote positive interactions and provide for positive experiences, as well as active participation. The course will provide an understanding of play, what it is, and why it is important for young children in their social development, and how it contributes to children's learning and understanding of the world.

- Purpose: 1. For Whom (generally?) This course will be a required course for candidates who are enrolled in the FMU - SOE Accelerated Master's Program. The class may also be taken with permission from the Coordinator of Graduate Studies.
2. What should the course do for the candidate? The course will introduce candidates to social development as it occurs in children from birth through ten years of age. The candidate will become familiar with the development of social knowledge, attachment, self-identity, self-esteem, separation and individuation, interpersonal communication processes, moral reasoning, temperament, and activities that promote prosocial behaviors that enhance the social and emotional development of young children. The course will provide an understanding of play, what it is, and why it is important for young children in their social development, and how it contributes to children's learning and understanding of the world. This class will expose candidates to play theories of Smylansky, Wolfgang, and Parten, as well as Bronfenbrenner's social-ecological model.

Teaching method planned: Lecture; Cooperative learning; Activity-based learning.

Textbook and/or materials planned (including electronic/multimedia): Guiding Children's Social Development and Learning: Theory and Skills 9th Edition; Text on play development to be determined.

- Course Content: Candidates will be required to comprehend major concepts in social development and play, including:
  - the importance of bonding and attachment;
  - children's first social stages;
  - the development of self through individuation and separation;
  - the impact of environmental conditions on social/emotional development;
  - the impact of relationships on social/emotional development including family and friendships;
  - appropriate pro-social behaviors for children;
  - development of racial and cultural awareness;
  - concepts of equity;
  - define play and recognize the different types of play in which children engage;
  - be able to articulate why play is essential for children's development and learning;
  - conduct observations on children's social play and determine children's social development in the context of Mildred Parten's stages of social ability.
- Describe the central role of play in a child's learning and relate this to practice;
- Design learning environments that encourage active participation in individual and group activities
- Structure social environments, using peer models and proximity, and responsive adults, to promote interactions among peers, parents, and caregivers
- Provide a stimulus-rich indoor and outdoor environment that encourages play and social interaction.
- Use evaluation procedures to measure children's social development through play and other appropriate means.

EDUC 533  
Play and Social Development of Children  
School of Education  
Francis Marion University

**Instructor:** Callum B. Johnston, Ph. D.

**Office:** RCC 113

**Telephone:** (843) 661-1870

**Email:** cjohnston@fmarion.edu

**Office hours:** TBD

**Class Meets:** In Classroom

**Required Text:** Guiding Children's Social Development and Learning, (12<sup>th</sup> ed). 2012. Kostelnik, M., Gregory, K., Soderman, A., & Whiren, A.

**Course Description:**

An examination of social development as it occurs in children from birth through ten years of age. The candidate will become familiar with the development of social knowledge, attachment, self-identity, self-esteem, separation and individuation, interpersonal communication processes, moral reasoning, temperament, and activities that promote prosocial behaviors that enhance the social and emotional development of young children.

This course provides current and prospective teachers with an overview of the social and emotional development of children and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course will include information in creating learning environments that promote positive interactions and provide for positive experiences, as well as active participation. The course will provide an understanding of play, what it is, and why it is important for young children in their social development, and how it contributes to children's learning and understanding of the world. This class will expose candidates to play theories of Smolansky, Wolfgang, Piaget, Parten, and others, as well as Bronfenbrenner's social-ecological model.

**Course Objectives:**

As a result of class attendance and participation, the students will:

- Understand the development and importance of bonding and attachment between the young child and his/her significant others
- Understand how children acquire and distinguish their first social categories
- Understand how children develop gender identity and acquire sex-role identity and develop curriculum strategies to promote gender-neutral experiences and opportunities
- Understand the development of the self through the process of individuation and separation and the impact of certain environmental conditions (such as day care) on this process.
- Understand the relationship of significant others in the lives of young children with special attention to the development of the concept of family and friendships.
- Define treatment of children in terms of ethical practice, according to NAEYC Code of Ethics.
- Demonstrate an understanding of appropriate prosocial behaviors and how to facilitate that development in the young child, including the development of racial and cultural awareness.
- Create methods that help children process feelings, including the use of children's literature, puppets, and role playing
- Measure the social development of young children through Parten's Stages of Social Ability.
- Demonstrate the ability to recognize abuse and neglect in young children, report abuse, understand federal and state laws regarding abuse, facilitate the development of the child of abuse.
- Explain the relationship between responsive caregiving and resilience;
- Identify characteristics of a culturally-inclusive classroom;
- define play and recognize the different types of play in which children engage;
- be able to articulate why play is essential for children's development and learning;
- conduct observations on children's social play and determine children's social development in the context of Mildred Parten's stages of social ability.
- Describe the role of play in helping children to regulate behavior
- Design learning environments that encourage active participation in individual and group activities



- Design and manage daily routines
- Modify the learning environment to manage behaviors

#### **Methods of Presentation**

Lecture; Cooperative learning; Activity-based learning

#### **Course Requirements**

1. Read required text and assigned readings.
2. Participate in discussion board activities.
3. Complete individual and group assignments (TBD by the Instructor)

#### **ACADEMIC INFORMATION**

##### **Dispositions**

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1

##### **E-mail**

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active FMU e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. Emails sent after 12:00 PM on Fridays may not be answered until the following Monday morning.

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

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

##### **Learner Responsibilities**

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

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

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

##### **Academic Dishonesty**

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

##### **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.

##### **Grading Policy:**

Grade

90 - 100%	=	A
87 - 89%	=	B+
80 - 86%	=	B
77 - 79%	=	C+
70 - 76%	=	C
66 - 69%	=	D+
60 - 65%	=	D
<77%	=	F

Each assignment will be worth a given amount of points. The total amount of points that a candidate can earn in the class is determined by the assignments the instructor makes. This total is then used to determine what a candidate's grade will be in the class. Candidates can expect to quizzes and exams to be a factor in their final grade.

#### **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.

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

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

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School School of Education Date July 19, 2021

Course No. or Level EDUC 534 Title Observation & Progress Monitoring  
Practicum

Semester hours 2 Clock hours: Lecture 2 Laboratory \_\_\_\_\_

Prerequisites None

Corequisites EDUC 529 and EDUC 530

Enrollment expectation 10

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. Lindsay M. Simmons

Department Chairperson's/Dean's Signature *Curt Nason*

Provost's Signature *Peter King*

Date of Implementation Beginning Spring 2023 semester

Date of School/Department approval: August 19, 2021

**Catalog description:**

This course is designed for teacher candidates in the Accelerated Master's Program. The goals of the course are to provide opportunities for teacher candidates to observe K-6 students in their learning environments with a focus on the classroom management techniques being applied and to observe strategies for progress monitoring in student behaviors and in ESL learning. Teacher candidates will be applying knowledge gained in the EDUC 529 (Classroom Management) and EDUC 530 (English as a 2nd Language for Elem/ECE) course during their observations.

Purpose:

1. For Whom (generally?)

This course is designed for teacher candidates in the Accelerated Master's Program.

2. What should the course do for the student?

The ultimate goal of this course is for teacher candidates to gain knowledge and practice for observing and monitoring the progress of K-6 students' behavioral, functional, and academic skills.

At the completion of this course, the teacher candidate will be able to recognize and explain the effective strategies for classroom management in an early childhood or elementary classroom. The teacher candidate will be able to explain the effects of student behavior on student participation and academic achievement through applied methods of progress monitoring. The teacher candidates will observe and analyze a classroom management plan as it is put into practice in a classroom setting.

The teacher candidate will be able to identify and describe the best practice strategies for ESL instruction in an early childhood or elementary classroom. The teacher candidate will be able to observe the implementation of formative and/or summative assessments for ESL progress monitoring and will be able to analyze student data to determine the effectiveness of the instructional strategies. Teacher candidates will analyze the materials and resources being used for ESL instruction.

Teaching method planned:

The course format will be face-to-face, including lectures, discussions, video demonstrations of practice. There will also be a practicum component of this course, which will include field experience in an early childhood or elementary classroom setting.

Instructional materials, additional readings, activities and assignments for the course will be made available during face-to-face sessions and will also be posted and available on the course page within the FMU Blackboard environment.

This course page in Blackboard serves as the core information point for all course activities. All assignments will be submitted electronically through designated assignment links on the Blackboard course page and/or within LiveText assignment links as appropriate according to details in assignment descriptions (**assignment submissions will not be accepted via email or by other means unless otherwise noted**). Students will undertake all work **independently** unless otherwise noted.

Textbook and/or materials planned (including electronic/multimedia): *The following text is being reviewed for possible use in this course.*

Mahdavi, J. (2021). A teacher's guide to progress monitoring: Track goals to refine instruction for all students. Baltimore, MD: Paul H. Brooks.  
ISBN-13: 978-1681253879 ISBN-10: 1681253879

Suggested/Recommended texts:

Texts from the corresponding courses (EDUC 529 and EDUC 530) will also enhance this course.

\*\*All required readings and interactive web-based activities/assignments will be posted in Blackboard, therefore access to the Internet is needed.

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

***See proposed course syllabus, which is attached.***

**RATIONALE:**

This course will serve as the practicum course for both EDUC 529 (Classroom Management) and EDUC 530 (English as a 2nd Language for Elem/ECE) for teacher candidates in the Accelerated Master's Program. Teacher candidates will use the knowledge they gain in the corresponding courses to complete focused observations in the early childhood/elementary classroom setting. They will also be exposed to formative and summative assessments in order to analyze best practices for progress monitoring. Observations will be focused on classroom management, student behavior, student academic participation, and ESL instruction. The practicum experiences and observations will be geared towards preparing the teacher candidates for their year-long clinical experience, analyzing and using student data to determine best practices for classroom management and instruction.

\*See proposed course syllabus

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

## **EDUC 534 Observation and Progress Monitoring**

**Spring 2023**

**Instructor:**

**Office:**

**Phone/Voicemail:**

**Office Hours:**

**E-mail:**

**Meeting times and meeting Location:**

### Course Description

This course is designed for teacher candidates in the Accelerated Master's Program. The goals of the course are to provide opportunities for teacher candidates to observe K-6 students in their learning environments with a focus on the classroom management techniques being applied and to observe strategies for progress monitoring in student behaviors and in ESL learning. Teacher candidates will be applying knowledge gained in the EDUC 529 (Classroom Management) and EDUC 530 (English as a 2nd Language for Elem/ECE) course during their observations.

Prerequisite: By permission of the Director of Graduate Studies or admission to the School of Education Residency Program.

### Corequisite:

EDUC 529 and EDUC 530; OR by permission of the Director of Graduate Studies or admission to the School of Education Residency Program.

### Required text:

Mahdavi, J. (2021). A teacher's guide to progress monitoring: Track goals to refine instruction for all students. Baltimore, MD: Paul H. Brooks.  
ISBN-13: 978-1681253879 ISBN-10: 1681253879

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

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

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

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

### ***Course Student Learning Outcomes:***

The ultimate goal of this course is for teacher candidates to gain knowledge and practice for observing and monitoring the progress of K-6 students' behavioral, functional, and academic skills.

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

1. recognize and explain the effective strategies for classroom management in an early childhood or elementary classroom.
2. explain the effects of student behavior on student participation and academic achievement through applied methods of progress monitoring.
3. observe and analyze a classroom management plan as it is put into practice in a classroom setting.
4. identify and describe the best practice strategies for ESL instruction in an early childhood or elementary classroom.
5. observe the implementation of formative and/or summative assessments for ESL progress monitoring.
6. analyze student data to determine the effectiveness of the instructional strategies.
7. analyze the materials and resources being used for ESL instruction.

### ***Course Objectives and Standards Alignment***

<b>Course Objective</b>	<b>Standards</b>
Recognize and explain the effective strategies for classroom management in an early childhood or elementary classroom.	<b>SCTS 4.0: Domain: Environment InTASC 3 CAEP 2018 Elementary K-6 Standard 3.e</b>
Explain the effects of student behavior on student participation and academic achievement through applied methods of progress monitoring.	<b>SCTS 4.0: Domain: Environment InTASC 3 CAEP 2018 Elementary K-6 Standard 3.b; 3.e</b>
Observe and analyze a classroom management plan as it is put into practice in a classroom setting.	<b>SCTS 4.0: Domain: Environment InTASC 3 CAEP 2018 Elementary K-6 Standard 3.e</b>

Identify and describe the best practice strategies for ESL instruction in an early childhood or elementary classroom.	<b>SCDE Elementary: 3.2</b> <b>InTASC 7, 8</b> <b>NAEYC 1d, 4c, 5b</b> <b>TESOL 2b, 2c</b> <b>TCOP 2.2, 5.1</b> <b>CAEP 2018 Elementary K-6 Standard 2.a; 3.d</b>
Observe and analyze the implementation of formative and/or summative assessments for ESL progress monitoring.	<b>SCDE Elementary: 4.1</b> <b>InTASC 6</b> <b>NAEYC 4c, 5b</b> <b>TESOL 1c, 2c, 3e, 4b</b> <b>TCOP 1.2, 2.2, 5.1, 5.2</b> <b>CAEP 2018 Elementary K-6 Standard 3.b; 3.d</b>
Analyze student data to determine the effectiveness of the instructional strategies.	<b>SCDE Elementary: 4.1</b> <b>NAEYC 5b</b> <b>TESOL 1c, 3b, 3c, 3e, 4b, 5.2</b> <b>CAEP 2018 Elementary K-6 Standard 3.b</b>
Analyze the materials and resources being used for ESL instruction.	<b>SCDE Elementary: 3.2</b> <b>InTASC 2</b> <b>NAEYC 2c, 4c, 5a, 5b, 6a</b> <b>TESOL 3e</b> <b>TCOP 3.1</b> <b>CAEP 2018 Elementary K-6 Standard 3.d</b>

The course format will be face-to-face, including lectures, discussions, video demonstrations of practice. Teacher candidates will also complete field experience hours in an early childhood or elementary classroom setting, which will consist of observations.

### **Course Assignments:**

#### Clinical Observations

- Complete and record 3 classroom management observations (template will be provided)
- Complete and record 3 ESL observations (template will be provided)

#### Analyses of Best Practices

- Paper 1: Analyzing the classroom management plan and practices observed during the practicum experience; Using research-based studies, teacher candidates will write a 4-5 page paper analyzing the practices observed during their practicum hours. They will reflect on the impact the practices have on student behavior and academics.
- Paper 2: Analyzing the ESL instructional best practices observed during the practicum experience; Using research-based studies, teacher candidates will write a 4-5 page paper analyzing the practices observed during their practicum hours. They will reflect on the impact the instructional practices have on student academics.



### Analysis of ESL Materials

- Discussion post: Teacher candidates will select one resource/material used during the ESL instruction to analyze in a 200-300 word post to share with classmates. They will identify the resource/material, state how it was used during instruction, and analyze its effectiveness for ESL instruction.

### Progress Monitoring Project

- Teacher candidates will work with their Cooperating Teacher to select two forms of assessment (one formative and one summative). They will observe instruction and the implementation of the assessments. They will assist in analyzing the students' results. Using a Progress Monitoring tool, teacher candidates will analyze and reflect on the results and the instructional practices which were observed. Teacher candidates will present their findings and analysis to the class in a formal presentation.

### Course Evaluation:

<b>Weighting of Assignments</b>	<b>Percentage of Grade</b>
Clinical Observations (total of 6)	30 percent
Paper 1: Analysis of Classroom Management	15 percent
Paper 2: Analysis of ESL Instruction	15 percent
Discussion Post: Analysis of ESL Material	10 percent
Progress Monitoring Project	30 percent
<b>TOTAL</b>	<b>100 percent</b>

### Grading Scale:

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table.

<i>Grade</i>	<i>Description</i>	<i>Grading Scale</i>
A	Distinction	90-100%
B+		85 - 89%
B	Above average	80 - 84%
C+		75 - 79%
C	Average	70- 74%
F	Unsatisfactory (no credit)	Below 70%

## **Expectations of Student Responsibilities:**

### **AFFIRMATION FORM:**

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **THIS FORM SHOULD BE COMPLETED ELECTRONICALLY BY THE FIRST FRIDAY OF CLASS IN BLACKBOARD OR YOU WILL BE DROPPED FROM THE COURSE.**

In order to get the most out of this course, it is expected for students to complete assignments on time and to the best of his/her ability. It is expected for students to utilize a high level of discipline in completing the tasks assigned.

**LATE ASSIGNMENTS:** Assignments should be submitted by the due dates stated. Late work will receive a 50% point penalty if it is submitted late; however, work will not be accepted if it is two days late.

**COMMUNICATION:** It is expected for students to check their FMU email daily for messages from the instructor. Messages will be sent via FMU email. It is expected that students respond to emails within 24 hours of receipt. Communication between students, primarily occurring on the discussion boards, is expected to be positive and constructive. Fellow students and the instructor should be treated professionally. Disagreements can and do occur over content and opinions. For instance, you may disagree with another student's view of assessment uses. Personal attacks, name-calling, and sarcasm will not be tolerated. If such occurs, a disposition will be completed. For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1. Instead, it is expected for you to respect the difference in opinion, acknowledge each other's right to their own opinion, and attempt to learn from the vast experiences of one another.

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

**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 education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**NEWS AND ANNOUNCEMENTS:** It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

**INCOMPLETES AND WITHDRAWALS:** If the affirmation form is not completed and submitted by the noted deadline, a student will be dropped from the course. Withdrawal without academic penalty

will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

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

**COMPUTER USE:** Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Resources and assistance are available for troubleshooting technological issues. Please refer to FMU Online, the Blackboard tutorials, help desk for assistance with Blackboard.

**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.

**EXPECTATIONS OF THE INSTRUCTOR:** My responsibilities include ensuring you understand the curriculum to the best of my ability. If you have any questions regarding the material or need clarification of a concept, please feel free to email me. You can expect feedback assignments in the forms of written comments and/or your grade. I will be recording your grades in Blackboard so that you can know your grade in the course at any given time. You will receive notes on your work either through email or directly with the assignment in Blackboard. Each Module assignment, including discussion posts, will be graded as promptly as possible.

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.

### Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. **Please fill out, sign, and return this form to the course professor by the date listed on BB or you will be dropped from this course. You will submit this as an assignment to BB.**

#### FRANCIS MARION UNIVERSITY

Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Course: EDUC 534

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

   I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course.

   I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

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

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

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

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

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

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

I have/will read the **current edition** of the *Department of Education Graduate Student Handbook*.

   I will agree to have personal information sent to me via email.

Student Signature/Initials: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: August 14, 2021

Course No. or Level: 548 Title: Educational Research for the Accelerated Master's Program

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

Prerequisites \_\_\_\_\_

Enrollment expectation: 10

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. Cindi Nixon

Department Chairperson's/Dean's Signature Cindi Nixon

Provost's Signature Peter King

Date of Implementation: Spring 2023

Date of School/Department approval: August 19, 2021

## Catalog description:

This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

- Purpose:
1. For Whom: This course will be a required course for candidates who are enrolled in the FMU - SOE Accelerated Master's Program. The class may also be taken with permission from the Director of Graduate Studies.
  2. What should the course do for the student: This course will provide an introduction to action research to the students approved for the Accelerated Master's Program.

After completion this course the students will be able to:

- Apply quantitative and qualitative research methods
- Access online research databases
- Understand methods to collect and analyze data
- Use APA guidelines
- Understand ethical issues in conducting research
- Review, interpret, and critique research studies
- Prepare literature reviews
- Analyze qualitative and quantitative data

Teaching method planned: Lecture and cooperative work in research-based activities

Textbook and/or materials planned (including electronic/multimedia): Publication Manual of the American Psychological Association: 7<sup>th</sup> Edition. (2020)

Course Content: **Course Content to be covered. Sample syllabus attached.**

- Introduction to Educational Research
- Sampling and Ethical Issues
- How to Complete a Literature review
- Data Collection in Qualitative Research
- Qualitative Data Analysis
- Communicating, Evaluating, and Judging Qualitative Educational Research
- Descriptive and Inferential Statistics

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



## **EDUC 548 - Educational Research for Accelerated Master's Program**

### **Department of Education**

**Instructor:** TBD

**Course Number:** EDUC 548

**Course Title:** Educational Research for Accelerated Master's Program

**Credit Hours:** 3

### **Course Description**

This course is designed to provide students an introduction to quantitative and qualitative research methods. Skills in understanding and critically analyzing professional educational research will be emphasized. Basics of statistical analysis will be introduced.

### **Course Objectives**

After completion this course the students will be able to:

- Apply quantitative and qualitative research methods
- Access online research databases
- Understand methods to collect and analyze data
- Use APA guidelines
- Understand ethical issues in conducting research
- Review, interpret, and critique research studies
- Prepare literature reviews
- Analyze qualitative and quantitative data

### **Topics to be covered include:**

1. Introduction to Research
2. Sampling and Ethical Issues
3. Literature review
4. Data Collection in Qualitative Research
5. Qualitative Data Analysis
6. Communicating, Evaluating, and Judging Qualitative Research
7. Descriptive and Inferential Statistics

### **Course Policies**

This is an asynchronous completely online course and **you are responsible for ensuring** that you have the **appropriate technology to complete and submit all projects on time**. No special accommodations will be made. This course has strict deadlines and late assignments are not accepted. It is your **responsibility** to keep up with and **adhere to all deadlines**. No extensions will be granted. **Assignments are due by 11:59 pm** on the day they are due. **Anything submitted after the due date will be considered late and will be assigned a grade 0**. If you would like to turn in the assignments before the due date feel free to do so but I might not be able to grade them before the due date. **Discussions require responses from your peers and hence can only be graded after the due date**. Should you have any questions related to the assignments, ask them well in advance so that you can complete them on time. You are required to check your email and the **"Announcements"** section in bb



frequently for any new or updated information related to the course. Your questions posted in bb will be answered within **24 to 48 hours**.

Assignments submitted for this class are expected to comply with Academic Honesty policy outlined on in the FMU handbook, which can be found at this link:

<http://images.acswebnetworks.com/2017/83/StudentHandbook20132014.pdf>.

### **Incompletes and Withdrawals**

If you have not contacted the professor by the end of the drop/add period, you will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

**Required Textbooks:** Publication Manual of the American Psychological Association: 7<sup>th</sup> Edition. (2020)

### **Off Campus Library Access**

You need to make sure you have access to FMU off campus library databases ASAP. **Issues, if any, regarding access to the library database should be resolved as soon as possible and cannot be used as excuse for not being able to submit course projects on time.** More details are available in "Syllabus..." folder.

### **APA Format**

Assignments in this course must follow APA formatting guidelines wherever applicable.

### **Projects and Final Exam**

**You will complete four projects and a final exam during the semester.**

### **Power Points and Practice Quizzes**

There are **seven PowerPoints** and each PowerPoint has a **practice quiz to help you prepare for the final exam**. The practice quizzes are not graded individually. However, I encourage you to complete the quizzes because they will help you with the final exam. PowerPoints are also accompanied with a video version.

### **Final Exam**

The final exam consists of **15 multiple-choice** questions related to the PowerPoints posted in bb. Prepare really well for the exam because you will not have enough time to look through the PPTs as you are taking the exam. **The test is timed. You will have 30 minutes to complete 15 questions. The final exam will not be available after midnight on the last day of class and so please don't wait until the last minute to start on the exam.** Most of the questions for the final exam will be from the practice quizzes. **However, there will be some questions from the PowerPoints as well.**

<b>Projects</b>	<b>Points</b>	<b>Due Dates</b>
Article Reviews	10	TBD
Literature Review	25	TBD
Data Analysis	25	TBD
Pre Post Video	25	TBD
Final Exam	15	TBD

<b>TOTAL</b>	<b>100</b>	
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**Grade is determined as follows**

<b>Letter Grade</b>	<b>Scale</b>	<b>Points per Semester Hour</b>
<b>A</b>	90 or above	4.0
<b>B+</b>	85-89	3.5
<b>B</b>	80-84	3.0
<b>C+</b>	75-79	2.5
<b>C</b>	70-74	2.0
<b>F</b>	Below 70	0.0 (no credit)

**Live Text**

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

**News and Announcements**

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

**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 education program, faculty, other learners, clinical experiences, and student information, in any format, **is not appropriate on social networking sites**. Violations of this policy will **result in dismissal** from the program for lack of maintaining professional standards.

**Learner Responsibilities**

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

**Academic Dishonesty**

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

**Computer Use**

It is a requirement that online education students have access to his/her own personal computer and high speed internet connection. The minimum configuration should include access to the Internet and support the latest version of Microsoft Office. The hardware specifications necessary should be consistent with those of your Internet Provider.

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

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

**Disclaimer**

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

**Francis Marion University 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

**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 he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

If your professor or your program committee feels that there is a problem or even a potential problem with your professional dispositions, they will begin the Teacher Candidate Disposition Resolution Policy. This policy is designed to assist you in correcting behaviors that may be professionally inhibiting or that may prevent you from providing excellent teaching to your students. 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.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff.

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: August 14

Course No. or Level: 649 Title: Accelerated Master's Program Capstone

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

Prerequisites \_\_\_\_\_

Enrollment expectation: 10

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. Cindi Nixon

Department Chairperson's/Dean's Signature Cindi Nixon

Provost's Signature Peter King

Date of Implementation: Spring 2024

Date of School/Department approval: August 19, 2021

Catalog description: The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their accelerated master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO).

Purpose: 1. For Whom: This course will be a required course for candidates who are enrolled in the FMU - SOE Accelerated Master's Program. The class may also be taken with permission from the Director of Graduate Studies.  
2. What should the course do for the student?

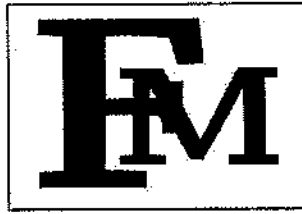
Teaching method planned: Lecture, discussion, presentation of action research projects

Textbook and/or materials planned (including electronic/multimedia): Efron, S.E. and Ravid, R. *Action research in education: a practical guide*. Guilford Press, 2<sup>nd</sup> Edition. (2019).

Course Content:

1. The teacher uses information about the teaching-learning context and student individual differences to set learning goals, plan instruction, and assessment.
2. The teacher sets significant, challenging, varied, and appropriate learning goals that is based on data collected.
3. The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
4. The teacher design instruction for specific learning goals, student characteristics and needs, and learning contexts.
5. The teacher uses ongoing analysis of student learning to make instructional decisions.
6. The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
7. The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

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



**Department of Education**  
**EDUC 649 – Capstone for the Accelerated Master's Program**

**Instructor: TBD**

**Credit Hours: 3**

**Semester and Year: Final Semester of Student Teaching**

**Course Description**

The capstone experience provides students the opportunity to demonstrate a culmination of the acquired knowledge in the program. The experience is offered with a field component to afford students the opportunity to work with P-12 students. In this course students demonstrate how the knowledge and skills learned in their accelerated master's program can be applied directly to improving student achievement. Students will demonstrate this competence through preparation of a Student Learning Objective (SLO).

**Course Goals:**

1. The teacher uses information about the teaching-learning context and student individual differences to set learning goals, plan instruction, and assessment.
2. The teacher sets significant, challenging, varied, and appropriate learning goals that is based on data collected.
3. The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
4. The teacher design instruction for specific learning goals, student characteristics and needs, and learning contexts.
5. The teacher uses ongoing analysis of student learning to make instructional decisions.
6. The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
7. The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

**Francis Marion University 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

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.
5. Demonstration of respect for colleagues, P-12 students, faculty and staff

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 he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

#### Prerequisites

Students are expected to know how to access documents online, follow instructions, troubleshoot, use basic features of the latest version of Microsoft Office or Google Docs and search online for help related to technical issues. If you prefer to use iDevices you are responsible for technical issues that may arise due to compatibility issues should you come across any.

**Course Objectives:** At the completion of this course, the learners will be able to:

Course Objective	Conceptual Framework	CAEP
Conduct action research	IA, I.B.1, I.B.4, I.B.5	IA, Ib, Ic, IC1, IVA, IVD
Collaborate with colleagues	I.B.2 I.B.3	Ib, IC, IC1, Id, IIb, IIIC, IVA, IVD
Share their research with colleagues/ peers	IA, I.B.1, I.B.4, I.B.5	IA, Ib, Ic, IC1, IVA, IVD
Use technology to present their research	I.B.6	Ib, IC, ID, IIB, IIIB, IIIC

**Textbook:** Efron, S.E. and Ravid, R. *Action research in education: A practical guide*. Guilford Press, 2<sup>nd</sup> Edition. (2019).



### Course Policies and Due Dates:

This is an asynchronous completely online course and you are responsible for ensuring that you have the appropriate technology to complete and submit all projects on time. No special accommodations will be made.

This course has **strict deadlines** and **late assignments are not accepted**. Peer-reviews, project and presentation are due by **11:59 pm** on the day they are due. Anything submitted after the due date will be considered late and will be assigned a **grade 0**. It is your responsibility to keep up with and adhere to all deadlines. If you have hard time keeping up with due dates, I suggest that you take this course when you are more prepared to meet the due dates. In case of a medical emergency, extensions will be granted based on the letter from your doctor.

Students are required to check their email and the "Announcements" section in Bb regularly for any new or updated information related to the course.

### Incompletes and Withdrawals

If you have not contacted the professor by the end of the drop/add period, you will be dropped from the course.

**Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.**

### Affirmation Form

The last page of this syllabus is the affirmation form. Please fill out the syllabus Acknowledgment survey located in Bb to confirm that you have read the syllabus, understand the course policies and abide by the things listed on the affirmation page.

### Research and Syllabus Acknowledgment Survey, Peer-reviews, Capstone Project and Presentation

- 1) **Research and Syllabus Acknowledgment Survey.**
- 2) **Research topic approval should be emailed.**
- 3) **Peer Review 1 DUE in BB.**
- 4) **Peer Review 2 DUE in BB.**
- 5) **Peer Review 3 DUE in BB.**
- 6) **Final Capstone Project DUE in LiveText**
- 7) **Capstone Project Presentation DUE in BB.**

Due dates & points for syllabus acknowledgment survey, peer reviews, project and presentation.

Peer Review	Sections Due	Submission Due Date	Feedback Due Date	Points
Syllabus Acknowledgment Survey				
Get your research topic approved through email.	A brief email about your research topic and how you plan on conducting the research.			
Peer Review 1 in bb	-Title -Abstract -Introduction			10
Peer Review 2 in bb	-Literature Review -Participants -Reference Page			10
Peer Review 3 in bb	-Data Collection -Data Analysis -Findings			10

	-Personal Reflection -Implications			
<b>Final Project (Due in LiveText)</b>	All Sections Complete.			70
<b>Presentation (Due in bb)</b>	Capstone Project Presentation.			Included in the project
<b>Total</b>				100

### The student's grade is determined as follows

Grades will be determined using the following grading scale:

Letter Grade	Scale	Points per Semester Hour
A	90 or above	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
F	Below 70	0.0 (no credit)

#### Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

#### News and Announcements

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

#### 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 education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

#### Learner Responsibilities

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

#### Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including,

but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

**Computer Use**

It is a requirement that online education students have access to his/her own personal computer and high speed internet connection. The minimum configuration should include access to the Internet and support the latest version of Microsoft Office. The hardware specifications necessary should be consistent with those of your Internet Provider.

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

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

**Disclaimer**

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

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: August 14, 2021

Course No. or Level: 773 Title: AMP Clinical Experience I

Semester hours: 9 Clock hours: Lecture \_\_\_\_\_ Laboratory: XX

Prerequisites: All graduate coursework must be completed.

Enrollment expectation: 10

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. Cindi Nixon

Department Chairperson's/Dean's Signature Cindi Nixon

Provost's Signature Peter King

Date of Implementation: Fall 2023

Date of School/Department approval: August 19, 2021

**Catalog description:** The internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. In addition, the student participates in 8-10 seminars scheduled throughout the semester.

## Purpose:

1. For Whom: This course is developed for the students in the Accelerated Master's Program. EDUC 773 is the first semester of a year-long student teaching experience. Students will also be involved in a seminar series throughout the semester.

2. What should the course do for the student?

Teaching method planned: Directed student teaching experience, students will attend 5 days of classes at the beginning of the semester and then be placed in a public school classroom. Student interns will be supervised by the public school mentor and a FMU supervisor.

Textbook and/or materials planned (including electronic/multimedia):  
No textbook is required

Course Content:

Student Interns will employ content knowledge, pedagogical content knowledge and skills and professional dispositions in classroom setting under the mentorship and direction of a university supervisor and Mentor teacher. Course content includes the demonstration of effective teaching (instruction & planning); classroom management, demonstration of content knowledge and issues regarding ethical and professional behavior. Student interns will submit daily lesson plans and complete the Student Learning Objective.

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

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: August 14, 2021

Course No. or Level: 774 Title: AMP Internship II

Semester hours: 9 Clock hours: Lecture \_\_\_\_\_ Laboratory: XX

Prerequisites: All coursework must be completed. Successful completion of EDUC 773.

Enrollment expectation: 10

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. Cindi Nixon

Department Chairperson's/Dean's Signature Cindi Nixon

Provost's Signature Peter King

Date of Implementation: Spring 2024

Date of School/Department approval: August 19, 2021

**Catalog description:** The internship is a planned sequence of experiences in the student's area of specialization conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During internship the student must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. Supervised, field-based experiences in observation, instruction and administration of programs for students who have special needs. In addition, the student participates in 8-10 seminars scheduled throughout the semester.

Purpose:

1. For Whom: This course is developed for the students in the Accelerated Master's Program. EDUC 774 is the second semester of a year-long student teaching experience. Students will also be involved in a seminar series throughout the semester.

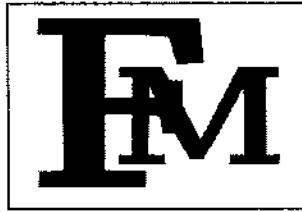
2. What should the course do for the student?

Teaching method planned: Directed student teaching experience, students will attend 5 days of classes at the beginning of the semester and then be placed in a public school classroom. Student interns will be supervised by the public school mentor and a FMU supervisor.

Textbook and/or materials planned (including electronic/multimedia): No textbook is required

Course Content: Student Interns will employ content knowledge, pedagogical content knowledge and skills and professional dispositions in classroom setting under the mentorship and direction of a university supervisor and Mentor teacher. Course content includes the demonstration of effective teaching (instruction & planning); classroom management, demonstration of content knowledge and issues regarding ethical and professional behavior. Student interns will submit daily lesson plans and complete the Student Learning Objective.

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



**EDUC 773 and 774**  
**Accelerated Master's Internship Syllabus**  
**9 Credit Hours per Semester**

**Class Meetings/Days/Times/Locations:**

Monday – Friday 7:30 AM – 3:30 PM (adapted to each individual school schedule)

Locations: Assigned School Placement

**Instructor:** TBD

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

**Prerequisite Courses:** Approval by Director of Graduate Studies, pre-requisite courses, passing Praxis scores, and a minimum overall 3.0 GPA as outlined in the FMU Catalog.

**Conceptual Framework**

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

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



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

**Attendance Policy:** The teacher internship experience for the candidate is full-time student teaching under the guidance of a Mentor teacher and a university supervisor in a public school. The fall semester begins on the first Professional Development (PD) day of the district/school, before students' first day of classes. The last day of the fall semester is Reading Day. The spring semester begins on the first Professional Development (PD) day of the district/school. The last day of the spring semester is Reading Day. During the internship, candidates must adhere to the daily schedule of the mentor teacher (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals); residents must also adhere to the teaching modality of their mentor teacher. Assignments of candidates are not to include activities or duties for which a mentor teacher receives an additional stipend.

**Required Text/Materials:**

- Teacher Clinical Practice Syllabus and Handbook
- Internship assignments, forms, and resource documents; program-specific assignments
- LiveText Account

**Technology Requirements:** Use of technology and digital tools as access is provided in classroom assignments.

**Seminar:** The student teaching seminar is **designed to establish an environment for student teacher support and professional development**. It provides opportunities for ongoing observation and reflection about philosophy, theory, the reality of the classroom, and student learning. Student teachers will participate in the seminar to be held bi-weekly each semester. By the end of this course, the student will have had opportunities to expand their knowledge/understanding and demonstrate their skill level of competency by reflective journaling, construction of a professional portfolio, and dialoging in small groups/entire class setting. Guest speakers may be used to enhance the student's knowledge and skills in the following areas:

- Classroom organization
- Resources
- Development and learning
- Addressing diverse learners in the classroom and the school
- Lesson planning and presentation
- Student management functions
- Teacher-student, teacher-parent, teacher-teacher, and teacher community relationships 8.
- Effective teacher characteristics
- Motivation
- Contemporary issues

- Other functions of a teacher
- Reflection
- Portfolio construction

#### **Fall Course Assignments/Requirements:**

The following assignments are required:

- Take-over schedule by Student Intern (SI)
- Two Formative Lesson Observations by Mentor Teacher (MT)
- Three Formative Lesson Observations by FMU Supervisor (US)
- Midterm Evaluation submitted by US (US and MT collaboratively complete)
- One Summative Lesson Observation by MT
- One Summative Lesson Observation by US
- Final Evaluation by US (US and MT collaboratively complete)

#### **Spring Course Assignments/Requirements:**

The following assignments are required: It is important that all Student Interns follow their specific program requirements.

- Student Learning Objectives assignment/template submitted by SI (may be scored in capstone seminar; submitted and scored in Blackboard)
- Take-over schedule by SI
- Two Formative Lesson Observations by MT
- Three Formative Lesson Observations by US
- Midterm Evaluation submitted by US (self-assessment submitted to Blackboard, US and MT collaboratively complete; US scores in LiveText Field Experience)
- One Summative Lesson Observation by MT
- One Summative Lesson Observaty by US
- Unit Plan submitted by SI
- Final Evaluation submitted by US (self-assessment submitted in Blackboard; US and MT collaboratively complete; US scores in LiveText)
- Portfolio and/or presentation

Praxis II tests (PLT and content test(s)) must be taken and passing scores must be sent from ETS to FMU and be on file prior to entering the fall internship and in order to receive a grade for student teaching. All student interns must be cleared by the S.C. Department of Education to teach in the public school setting.

**Objectives:** Student Interns will employ content knowledge, pedagogical content knowledge and skills and professional dispositions in classroom setting under the mentorship and direction of a university supervisor and Mentor teacher.

**Instructional Strategies Employed:** The university supervisor and mentor teacher will work together to assist the teacher resident in planning, teaching, and reflecting, and will observe the resident and provide feedback for growth and development throughout the semester.

**Assessment Strategies Employed:** Student Interns will be evaluated by a mentor teacher and/or university supervisor for levels of proficiency in meeting South Carolina's Expanded ADEPT teaching standards and EEDA standards, professional standards, and FMU School of Education professional dispositions for teaching. Evaluations include:

- ✓ SLO (fall and spring) – by university supervisor (Final project will be uploaded into Livetext and scored in Blackboard)
- ✓ Unit Plan Evaluation (spring) – by university supervisor (may be scored in capstone seminar)
- ✓ Formative Lesson Observations (fall and spring) – by university supervisor, by mentor teacher
- ✓ Sumative Lesson Observations (fall and/or spring) – by university supervisor, by mentor teacher
- ✓ Mid-Term Evaluation (fall and spring) – by university supervisor & mentor teacher consensus
- ✓ Final Summary Evaluation (fall and spring) - by university supervisor & mentor teacher consensus
- ✓ Others as required

**Grading Policy:** The final grade is determined from total points received on the Final Evaluation (fall-see SI Final Evaluation). Total points for the final grade are calculated on the bottom of the Final Evaluation form.

**Grounds for Dismissal from Student Teaching:** It is expected that Teacher Residents will show steady progress toward satisfactory levels in all objectives during the residency experience. Cause for removal from residency will be based on consistent deficiencies in any of the following areas:

- Effective teaching (instruction and planning)
- Classroom management
- Content knowledge
- Ethical and professional behavior

The FMU School of Education teacher candidates can be removed from field or clinical experiences at the request of the University Supervisor, the Mentor Teacher, the Cooperating School, the Cooperating School District and/or the Director of Graduate Studies.. Removal from field or clinical experiences can result in the failure of courses requiring field or clinical experiences.

Student Interns must adhere to the **Code of Conduct, Professionalism Standards for Clinical Field Experiences, and the South Carolina Standards of Conduct for SC Educators**. It is the responsibility of the student intern to become familiar with these professional standards and follow the expectations of conduct in their field placement.

**Standards Addressed:** South Carolina's ADEPT teaching performance standards domains for effective teaching - Planning, Instruction, Environment, and Professionalism using South Carolina's Teaching Standards Rubric. South Carolina Education Economic Development Act (EEDA) standards ensure teachers understand career guidance as a process by which P-12 students become aware of the world of work, explore career options, and prepare for post-secondary opportunities. CAEP standards ensure teacher candidates obtain content knowledge, pedagogical content knowledge and skills, and dispositions for teaching for impacting the learning of all students. College of Education professional dispositions for teaching include the behaviors and beliefs we value of graduates in our teacher preparation programs and are aligned to all of the fore-mentioned standards.

**Commitment to Diversity:** The FMU School of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

### **Learner Responsibilities**

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

### **Academic Dishonesty**

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

### **Computer Use**

It is a requirement that online education students have access to his/her own personal computer and high speed internet connection. The minimum configuration should include access to the Internet and support the latest version of Microsoft Office. The hardware specifications necessary should be consistent with those of your Internet Provider.

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

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

accommodations need to be altered, the learner will provide documentation from the FMU Counseling and Testing Center.

**Disclaimer**

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