FITCHBURG STATE UNIVERSITY

New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
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Course Title

Course Title: * Reflective Seminar

Proposed Banner Abbreviation: * REFSEM

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Michael Hanna

Members of the Graduate
Curriculum Committee:

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris   * lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ⦿ Yes
  ○ No

Graduate Program   * Online Accelerated Program - Curriculum and Teaching

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

This course will return to a consideration of all prior courses in the program. As the terminal course in the program, the Seminar will revisit prior learning, and a Capstone Journal will be submitted, intended to be an expression of synthesis of all these prior courses, and a personal statement of recognized strengths and challenges of each seminar participant as they seek to apply and extend their learning in the program to their field. These journals will also be shared and considered by the other seminar participants to receive and offer feedback, and thereby deepen the product of the reflection by and from each student.

Course Objectives

Students will not only solidify learning from all prior courses, but they will also develop the habits of reflective practice in their field. The technique and method of applying learning itself will be explored. Students will cultivate the habit of writing as part of that method, along with seeking out the insights of their collaborators. Students will enrich their self-understanding and develop an awareness of their unique proficiencies already developed in their field, along with targets for further development.

Rationale and expected outcomes of offering the Course

Given the 100% Online and Accelerated nature of the program, it has become clear that students need a stand alone course to revisit and synthesize prior course content. Additionally, the habits of being a reflective teacher are challenging to maintain in busy schools, so a course that cultivates and sets patterns to maintain these habits are necessary as well. Finally, a course is necessary to foster habits of collaboration and collective meaning making among educators who have historically struggled in a culture of isolation.

What are the Learning Outcomes for the Course?

1. Create personal understanding of the essential learning targets of all other courses in their program.
2. Develop a habit of applying learning to practice
3. Habituate writing as a key element to reflective practice
4. Hone collaborative skills that lead to insights and learning
5. Identify accurately key best practices that are already developed well and those that are targets for further development.

Number of Credits: 3

Discipline Prefix or Prefixes: EDUC

Brief rationale if more than one prefix:

Level of Course:
- ○ 7000
- ○ 8000
- ● 9000

Brief rationale for level choice::
Course that it is replacing is similarly numbered

The course will be:
- ☑ Requirement
- ☐ Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?
- ○ Yes
- ● No

Does this course affect offerings in any other department or program?
- ○ Yes
- ● No

Course Enollment

Expected Average Enrollment: 45

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course?
- ○ Yes
- ● No

Is this an Extended Campus Course?
- ○ Yes
- ● No

Which semester will this course be offered for the first time?: Spring 2025

How often thereafter to be offered?: Every term

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: Reflective Seminar.OAP.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

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Michael Hanna 01/15/2024
Requester Signature Date

Academic Dean Signature Date

Department Chair Approval Date

SGOCE Dean Signature Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President   Date   SGOCE Dean Initials   Date

Reviewed by the Registrar: Date

FITCHBURG STATE UNIVERSITY

Comprehensive Syllabus
Graduate School of Education
Fall 2023

EDUC/EDLM TBD: Reflective Seminar

Instructor: Dr. Michael Hanna
Office: Online
Office Hours: By appointment
Telephone: 978-665-3001
E-mail: mhanna@fitchburgstate.edu

CATALOG COURSE DESCRIPTION:

This course will return to a consideration of all prior courses in the program. As the terminal course in the program, the Seminar will revisit prior learning, and a Capstone Journal will be submitted, intended to be an expression of synthesis of all these prior courses, and a personal statement of recognized strengths and challenges of each seminar participant as they seek to apply and extend their learning in the program to their field. These journals will also be shared and considered by the other seminar participants to receive and offer feedback, and thereby deepen the product of the reflection by and from each student.

REQUIRED TEXTS:

Curriculum and Teaching Degree:
Marzano et al. (2012) *Becoming a reflective teacher*. Marzano Research Laboratory: Denver, CO.

Educational Leadership and Management:
Fullan & Kirtman (2019) *Coherent school leadership*. ASCD: Alexandria, VA.

RECOMMENDED TEXTS/BIBLIOGRAHPY:

Curriculum and Teaching Degree:
1. Darling-Hammond, L., & Rothman, R. (2011). Teacher and Leader Effectiveness in High-Performing Education Systems. Stanford, CA: Stanford Center for Opportunity Policy in Education.
2. Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. New York, NY: Routledge.
3. Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven Strong Claims About Successful School Leadership. School Leadership & Management, 28(1), 27-42.

10. Covey, S. R. (2004). The 8th Habit: From Effectiveness to Greatness. Free Press.
11. Sergiovanni, T. J. (1999). Building Community in Schools. Jossey-Bass.
12. Hargreaves, A., & Fullan, M. (2012). Professional Capital: Transforming Teaching in Every School. Teachers College Press.
13. Elmore, R. F. (2002). Bridging the Gap between Standards and Achievement: The Imperative for Professional Development in Education. Corwin Press.
14. Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2014). Supervision and Instructional Leadership: A Developmental Approach (9th ed.). Pearson.
15. Sergiovanni, T. J. (1996). Leadership for the Schoolhouse: How Is It Different? Why Is It Important? Jossey-Bass.

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework as well as the professional standards of the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), Associate for the Childhood Education International (ACEI) and the International Reading Association (IRA) in the following ways:

COURSE OBJECTIVES:
Students will not only solidify learning from all prior courses, but they will also develop the habits of reflective practice in their field. The technique and method of applying learning itself will be explored. Students will cultivate the habit of writing as part of that method, along with seeking out the insights of their collaborators. Students will enrich their self-understanding and develop an awareness of their unique proficiencies already developed in their field, along with targets for further development.

LEARNING OUTCOMES:
1. Create personal understanding of the essential learning targets of all other courses in their program.
2. Develop a habit of applying learning to practice
3. Habituate writing as a key element to reflective practice

Teacher candidates will utilize technology in the following ways:
- To complete a number of assignments (As which students will need access to word processing as well as use of the internet to access information surrounding standards and other federal legal information)
- As a research tool to access scientifically based reading research in assessment, programs, instruction and materials.
- As a means of communication primarily through the Blackboard system. Students are encouraged to check these associated accounts approximately 2-3 times per week)
- Learning modules that include videos and narrated Power Points and videos to gain knowledge.
- Students become more fluent with the Excel software

Fitchburg State University Library Online Services:
The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling (978) 665-3762. Fitchburg State University candidates may use all Massachusetts State University libraries with their current Fitchburg State University ID.

COURSE EVALUATION POLICIES AND PROCEDURES:
Your course grade will be calculated as a percentage of total points. You can receive a total of 100 points.

Grading Policy

FSU Grade	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

COURSE OUTLINE/CALENDAR:

Module	Learning Tasks and Deadlines
Module 1	• Course review prompts and Reflection Journal prompts for courses 1 & 2 • Required text written assignment
Module 2	• Course review prompts and Reflection Journal prompts for courses 3 & 4 • Required text written assignment
Module 3	• Course review prompts and Reflection Journal prompts for courses 5 & 6 • Required text written assignment
Module 4	• Course review prompts and Reflection Journal prompts for courses 7 & 8 • Required text written assignment
Module 5	• Course review prompts and Reflection Journal prompts for courses 9 & 10 • Required text written assignment
Module 6	• Course review prompts and Reflection Journal prompts for course 11 • Required text written assignment
Module 7	• Read, review and respond to Reflection Journal of two classmates.