Course number: PRDV.73526

Title: Mindfulness in the Classroom

Credit: 1

Location: Online

Date: Spring 2023

Visiting Instructor: Katherine Kaczynski, M.Ed.

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(Note: When contacting me by text or email, please state the course name in the subject area.)

**Course Description:**

This course is designed for educators and specialists.  Through Special Topics, participants examine mindfulness, its history, its implications for learning, and how schools are using mindfulness to increase students’ attention and concentration.  Participants complete all course content before the online discussions and complete a final project.

**Course Objectives/Outcomes**

**Participants will:**

1. Explain the connection of Mindfulness to the Massachusetts Comprehensive

Health Curriculum Framework - October 1999: Social and Emotional Health

Strand

1. Define mindfulness
2. Explain the implications of Mindfulness on executive functioning
3. Name at least three different ways mindfulness looks in the K-12 classroom
4. Demonstrate Mindfulness in the classroom

**Course Expectations:**

1. Online attendance is mandatory, posting several times throughout the week. Refer to the, Throughout the Week Discussion Board Rubric. In the event of unplanned absence, it is the responsibility of the student, at the discretion of the instructor, to complete all missed work. Note: Discussions cannot be made up.
2. Participants will come to the Discussion Board prepared for in-depth discussions and ready to participate actively in the online discussion forum throughout the four weeks to the final week.
3. One grade will be deducted for any late assignments not cleared by the instructor.
4. Assignments may be resubmitted with prior approval from the instructor.
5. A final project is required and due on or before the last day of class, with no exceptions.

**Course Content/Outline:**

Description: This course is heavily reliant upon discussion board posts throughout the week. Each week begins with a Guiding Question (GQ) and ends with an assignment. Every student is expected to post frequently. (See the Throughout the Week Discussion Board Rubric)

Week 1 - Discovering Mindfulness

Week 2 - Mindfulness and Executive Functions

Week 3 - The Practice of Mindfulness

Week 4 - Creating Mindful Classrooms

**Grading Components:**

40 points = Discussion Board posts - (Throughout the Week Discussion Board Rubric)

40 points = Assignments (See Rubric for Weekly Assignments)

20 points = Final Project: PowerPoint, Prezi, Podcast, or Research Paper (APA)

**100 points**

**Grading/Grade Points**

A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways.  Work and discussion posts exceed expectations. B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the coursework has met the requirements and was judged acceptable. Work and discussion posts meet expectations. C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) indicates that the level of work did not adequately meet the requirements.  D+ 69-67 D 66-63 D- 62-60 F 59-0

**How to use the Discussion Board Guiding Questions**

The content is in a variety of formats (Read, Watch, and Listen) so that participants can best meet their learning needs. Each weekly discussion will be based on the required course content. Each weekly Discussion Board will begin with one or more questions, and these questions are guides only. Answer the guiding question;  by incorporating your thinking about the question/s into the Discussions Board posts. Once a week closes, posts cannot be made up, so post often throughout the week.  Your voice is important!  Please see the **Throughout the Week Discussion Board Rubric**

**A Quality of Postings Indicator**

Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class.  Participants develop and refine their thoughts through the writing process, plus broaden their classmates’ understanding of the course content.  Each weekly discussion is organized around the Guiding Question/s, to which participants must respond. Post your thoughts. DO NOT just give the facts and provide supporting evidence using the course content. Posts MUST reflect how the course content has impacted your thinking and the work that you do. Participants will use the following feedback to improve the quality of their discussion contributions.

**Final Project – See Due Date on TBA on Canvas**

Participants are required to create a Final Project.  The Final Project should address how the course content has influenced their thinking. The Final Project can be a tool to be used by you for professional purposes, a presentation, or an activity. It should be short, for example, no more than 20 slides, concise, and cite from the course content. DO NOT provide an overview of the course content.

\*Format choices:

1.PowerPoint (Visual & Audio) might be useful if the intent is to share the information.

1. A Prezi (instead of a PowerPoint)
2. A Podcast\*\*
3. Writing a 10-page double-spaced APA-style paper.
4. Or any other application that you choose to use to create your Final Project.

\*\*Note:  If a participant chooses to create a Podcast, a summary of the podcast and sources cited, using APA style guidelines is required.

**My commitment to cultivating an antiracist classroom**

At Framingham State University, faculty, staff, and students work together to sustain learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthen our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone’s potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to FSU Graduate Catalog, Student Conduct section, page 7 at: http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf.

**Research**

Use the Framingham State University Online Library. Login to your FSU My Campus account and go to the tab that says Library.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate or have the effect of discriminating on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: https://www.framingham.edu/academics/center-for-academicsuccess-and-advising/or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.

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