

USF Sarasota-Manatee - New Undergraduate Course Proposal Form

1. College/School Contact Information

<u>Tracking Number</u> 75	<u>Date & Time Submitted</u> 2013-09-06 16:25:19.0	
<u>Discipline</u> Elementary Education	<u>College/School</u>	<u>Budget Account Number</u> 172100004
<u>Contact Person</u> Sarah Smith	<u>Phone</u> 9413594619	<u>Email</u> sarah43@sar.usf.edu

2. Course Information

<u>Prefix</u> EDE	<u>Number</u> 4302	<u>Full Title</u> The Learning Environment	
Is the course title variable?			N
Is a permit required for registration?			N
Are the credit hours variable?			N
<u>Credit Hours</u> 3	<u>Section Type</u> Discussion (Primarily)	<u>Grading Option</u> Regular	
<u>Abbreviated Title</u> (30 characters maximum) The Learning Environment			

5. Prerequisites

EDE 4947, RED 4310, EEX 4084, and MAE 4310

6. Corequisites

EDE 4948

7. Co-Prerequisites

n/a

8. Course Description

This course covers the practical, theoretical, and ethical aspects of the learning environment, including the current knowledge of best practices of a variety of management strategies and methods appropriate for a diverse elementary classroom setting.

9. Justification

(This section is critical since the APC members will make their decision based on the information provided here. The information should be in the following outline form.)

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course focuses on the classroom management content that is necessary for teachers to understand and apply in diverse settings. One of the six Florida Educator Accomplished Practices requires teachers to be proficient at

all aspects of managing the learning environment for their students. The content for this was formerly part of a foundational course that included elementary instructional methods. The course is necessary for certification, but more importantly, it is necessary for the profession of teaching.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

This course allows students to experience a variety of instructional settings and practices, across three school districts, and helps students understand some of the decisions that teachers and administrators make regarding the effective management of classrooms.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is a companion to the second level of the internship/clinical education for the elementary education program. During this level of the internship, candidates are expected to understand and maintain the mentor teacher's classroom management style. There is not sufficient time for students to understand or be able to apply the theory during that course.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No.

E. How frequently will the course be offered? What is the anticipated enrollment?

Since the course will run concurrently with Level II, our enrollment should be the same as Level II. We typically have 3 full sections of Level II students in both spring and fall semesters. The internship courses are not offered during the summer.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (If dropping/deleting a course please complete the nonsubstantive course change form.)

The content from our current course (EDE 4301 - Classroom Management, School Safety, Ethics, and Law, and Elementary Methods) is being divided into two courses - this one and another course detailed in the companion proposal (#333 by Marie Byrd-Blake).

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

The qualifications are a master's degree with 18 graduate credit hours in the discipline. Instructors should understand the learning environment and classroom management practices, and it is helpful to have personal connections to the school districts to make visitations smoother for students. However, that is not a requirement.

10. Other Course Information

A. Objectives

1. Understand how classroom management strategies and instructional practices work together to create a positive learning environment.
2. Compare and contrast different schools approaches to the learning environment.
3. Research professional conduct in relation to legal issues with students, parents, colleagues, and administrators.
4. Understand the legal and ethical rules that guide educational practices.

B. Learning Outcomes

1. Create a classroom management plan that describes how they will follow ethical practices to respect the diversity of their students, incorporate technology, and cultivate a positive classroom learning community. FEAP (a) 2 a, b, d, f, g, h; (b) 2, ARC others, context 2. Identify and summarize professional conduct in relation to legal issues with students, parents, colleagues, and administrators. FEAP (b) 2, ARC - self 3. Demonstrate an understanding that education takes place within interdependent contexts. COE 1, Diversity, ARC - context 4. Review and revise their personal philosophy of education statement to reflect their understanding of the teachers role in creating and maintaining a positive classroom environment that supports learning for all students. FEAP (b) 1, COE 1, Diversity, ARC - self

C. Major Topics

Throughout the program in Elementary Education, candidates are expected to learn about and become proficient at the Florida Educator Accomplished Practices (FEAPs). The area of focus for this course is the second practice, labeled "The Learning Environment". This defines what an effective educator does consistently a positive learning environment: "To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: a. Organizes, allocates, and manages the resources of time, space, and attention; b. Manages individual and class behaviors through a well-planned management system; c. Conveys high expectations to all students; d. Respects students cultural, linguistic, and family background; e. Models clear, acceptable oral and written communication skills; f. Maintains a climate of openness, inquiry, fairness and support; g. Integrates current information and communication technologies; h. Adapts the learning environment to accommodate the differing needs and diversity of students; and i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals." Specifically, students will study: " Classroom management theories and practices regarding teaching and managing the learning environment for elementary students in a diverse society. FEAP(Florida Educator Accomplished Practices) (a) 2 c, f, g, h, i; ARC, COE Unit Standard 5a & 5b. " Non-traditional learning practices and activities, such as cooperative learning, arts integration, and brain research in a learning environment that supports student learning. FEAP (a) 2 a, b, c, h; (a) 3 f, g, h. ARC " School safety, law, and ethics. FEAP (a) 2 a, c, h; (b) 2. ARC, COE Unit Standard 1.

D. Examples of Course Textbooks and Course Readings

Borich, G.D. (2011). *Effective teaching methods: research-based practice*, 7th Edition. Boston, MA: Pearson Education, Inc. (Required) Sousa, D. A. (2011). *How the brain learns*, 4th Edition. Thousand Oaks, CA: Corwin.
(Recommended) Marzano, R. <http://tpep-wa.org/wp-content/uploads/Marzano-at-a-glance.pdf>

11. **Syllabus**