

USF Sarasota-Manatee - New Undergraduate Course Proposal Form – ORIGINALLY SUBMITTED TO SCNS AS EDE 4326

1. College/School Contact Information

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<u>Discipline</u> Elementary Education	<u>College/School</u>	<u>Budget Account Number</u> 172100004
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2. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>	
EDE	4323	Planning for Instruction of Diverse Learners	
Is the course title variable?			N
Is a permit required for registration?			N
Are the credit hours variable?			N
<u>Credit Hours</u>	<u>Section Type</u>	<u>Grading Option</u>	
3	Class Lecture (Primarily)	Regular	

Abbreviated Title (30 characters maximum)
Planning Instruction Diverse

5. Prerequisites

EDE 4223, EDF 3604, EDF 3122, TSL 4240

6. Corequisites

EDE 4947

7. Co-Prerequisites

8. Course Description

This course will explore various theoretical and philosophical beliefs regarding effective instruction. Students will plan rigorous, integrated lessons inclusive of national & state standards & benchmarks while meeting diverse learners' needs.

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 is necessary for accreditation and certification in the Elementary Education Program. The rationale for the addition of this new course is that the current overabundance of content presently embedded in EDE 4301 does not allow for adequate instructional time focusing on the concepts / skills/knowledge/dispositions needed for an introductory course in the

undergraduate Elementary Education Program. This course will serve as the foundation of the undergraduate Elementary Education Program and will provide the rigor and depth needed for the numerous goals and objectives listed in the course within the weeks in a given semester. Also, given the newly revealed requirements of the National Common Core Standards indicating that FL higher education institutions must show full implementation of Common Core in all state approved programs by Fall of 2014, changes in our current program of study are needed. Pre-service teacher candidates will be expected to prepare students to demonstrate the required Common Core Standards knowledge and skills through applicable assessments. To meet this need, additional three credit hours are needed to create a new course within the Elementary Education Program that will allow for more targeted emphasis on preparing for instruction of the diverse students in today's schools while integrating national and state mandated models of focus and simultaneously ensuring that each child's academic needs are met through a constructivist methodology of creativity and active engagement.

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

This course will cover the following areas of knowledge that are not covered by courses currently listed: -Understand the national, state and local influences on education -Develop lessons that reflect appropriate research-based practice for elementary school children -Explore multiple and diverse learning styles and incorporate into planning for instruction -Use the Common Core Standards to develop integrated lessons -Create learning experiences that reflect best practices and a broad range of diverse student needs -Begin the development of becoming a reflective practitioner -Develop diverse cultural perspectives on learning when planning for instruction of students of diverse races/ethnicities, cultures, languages, exceptionalities, ability levels and socioeconomic backgrounds -Explore societal influences on student achievement through such issues as diversity, poverty, and social justice - Understand one's own assumptions about children and plan for cultural responsive educational lessons and activities -Demonstrate understanding of the standards-based model of planning and teaching

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 required course in the undergraduate Elementary Education Program. At this time, there are no other programs that this course would service.

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?

This course will be offered twice per academic year in the Fall and Spring semesters.

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.)

It is proposed that HLP 4722: Health and Physical Education for the Child is eliminated as a stand-alone course and concepts covered in the course are integrated throughout the undergraduate Elementary Education Program of Courses

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

Minimum of three years elementary school teaching. Minimum of doctorate degree in Elementary Education or a related degree area. Experience teaching higher education courses in Elementary Education.

10. Other Course Information

A. Objectives

The objectives are the goals of the course. They are the intended results or consequences of instruction, curricula, or activities. 1. Students will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. (ESOL 1.1) 2. Students will identify and understand the nature and role of culture, cultural groups and individual cultural identities (ESOL 1.1), by developing and including modifications within lesson plans and other instructional artifacts. 3. Students will understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels (ESOL 1.1a) 4. Students will understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels (ESOL 1.1d). 5. Students will align instruction with state-adopted standards at the appropriate level of rigor (FEAP a: 1a) 6. Students will design instruction for students to achieve mastery (FEAP a: 1c). 7. Students will select appropriate formative assessments to monitor learning (FEAP a: 1d). 8. Students will develop learning experiences that require demonstration of a variety of applicable skills and competencies (FEAP a: 1f) 9. Students will respect learners cultural, linguistic and family backgrounds (FEAP a: 2d). 10. Students will relate and integrate the subject matter with other disciplines and life experiences (FEAP a: 3e) 11. Students will apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding (FEAP a: 3g). 12. Students will differentiate planned instruction based on recognition of learning needs and individual differences (FEAP a: 3h). 13. Students will analyze and apply data from multiple assessments and measures to diagnose students learning needs, inform instruction based on those needs, and drive the learning process (FEAP a: 4a). 14. Students will use a variety of assessment tools to monitor student progress, achievement and learning gains (FEAP a: 4c). 15. Students will integrate knowledge of major historical, philosophical, legal and governance issues related to public education in the United States with their

planning and organizing decision-making. 16. Students will demonstrate through all course experiences habits of reflection, professional inquiry, respect for group and individual differences, and self-evaluation as components of lifelong learning and their continuous professional development.

B. Learning Outcomes

-The pre-service teacher will become familiar with current teaching practices and will begin to develop a philosophy of education based upon these existing practices. - The pre-service teacher will become aware of their own cultural and individual perceptions and how these perceptions may impact the culturally diverse pupils in today's schools through a reflective research paper in APA 6th Edition Format. - The pre-service teacher will become familiar with national, state and local educational standards and will develop age appropriate integrated lesson plans utilizing the USF Sarasota Manatee formal lesson plan format.

C. Major Topics

This course will cover the following content areas: - Understand the national, state and local influences on education - Develop lessons that reflect appropriate research-based practice for elementary school children - Explore multiple and diverse learning styles and incorporate into planning for instruction - Use the Sunshine State Standards and/or the Common Core Standards to develop integrated lessons - Create learning experiences that reflect best practices and a broad range of diverse student needs - Identify elementary school content and teaching resources, including materials for LEP children - Begin the development of becoming a reflective practitioner - Incorporate current, accepted theories of learning in planning for instruction - Develop diverse cultural perspectives on learning when planning for instruction of students of diverse races/ethnicities, cultures, languages, exceptionalities, ability levels and socioeconomic backgrounds - Explore societal influences on student achievement through such issues as diversity, poverty, and social justice - Explore research-based best practices that stimulate and support student engagement and motivation - Understand one's own assumptions about children and plan for cultural responsive educational lessons and activities - Demonstrate understanding of the standards-based model of planning and teaching

D. Examples of Course Textbooks and Course Readings

Required: Borich, G. D. (2011). *Effective teaching methods: Research-based practice*, sixth edition. Upper Saddle River, New Jersey: Pearson Education, Inc. Recommended: Marzano, J., (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD Rossiter, J. (2007). *The APA pocket handbook: APA rules for format & documentation*. DW Publishing Company.