

Graduate Course Proposal Form Submission Detail

- EDE6328

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Current Status: **Approved by SCNS - 2016-04-01**

Campus: **Sarasota**

Submission Type: **New**

Course Change Information (for course changes only):

Comments: **Approved by USFSM 1/29/16. To USF Syst 2/26/16. Ready for SCNS March7 pending Syst Concurrence Clearance. Cleared 3/11/16. Nmbr EDE 6540 Approved as EDE 6328 Eff 4/1/16**

1. Department and Contact Information

<u>Tracking Number</u> 5368	<u>Date & Time Submitted</u> 2016-01-15	
<u>Department</u>	<u>College</u> EM	<u>Budget Account Number</u> 172100004
<u>Contact Person</u> Sarah Fayard	<u>Phone</u> 9413594619	<u>Email</u> sarahfayard@sar.usf.edu

2.

3. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>	
EDE	6328	Development & Management of Diverse Learners	
Is the course title variable?			N
Is a permit required for registration?			N
Are the credit hours variable?			N
Is this course repeatable?			Y
If repeatable, how many times?			1
<u>Credit Hours</u>		<u>Section Type</u>	<u>Grading Option</u>
3		I - Internships (Including Practicum)	-
<u>Abbreviated Title (30 characters maximum)</u>			
Mgmt of Developing Learners			

Course Online?

Percentage Online

U - Face-to-face, online, and blended
(separate sections)

0

6. Prerequisites

7. EDE 6326

8. Corequisites

9. Course Description

10. The course is designed to deepen candidates' understanding of child growth/development in the classroom contexts of learning and behavior management for diverse and exceptional populations. Candidates will participate in a field experience for 12 hrs/wk.

11. _____

12. **Justification**

A. Please briefly explain why it is necessary and/or desirable to add this course.

Replacing Selected Topics with Permanent number; already listed in program

B. 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 has previously been classified as a selected topics course. The new course replaces the generic selected topics course and provides specific content information in its title that will assist candidates in understanding the purpose of the course, and add further clarity to their transcripts, as this course is necessary for candidates to meet certification requirements. In regards to content, this course provides candidates with the knowledge and skills necessary to be a successful classroom teacher. Further, the practicum component works to bridge the gap between theory and practice. Students will develop classroom management strategies, which is the cornerstone of an effective learning environment. The child development content will provide a framework for developing classroom systems appropriate given the unique needs of diverse and exceptional student populations.

All candidates in the MAT in Elementary Education program are required to take this course.

C. Has this course been offered as Selected Topics/Experimental Topics course? If yes, how many times?

Yes, 3 or more times

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

A Doctoral degree with 18 credit hours in Elementary Education is required to teach the course.

13. Other Course Information

A. Objectives

1. The overall goal of this course is to enhance the understanding of novice level candidates as it relates to the relationships between child development, learning theories research, the learning environment & classroom management practices for diverse and exceptional learners. Specifically, candidates will:
2. Discuss the facets of typical and atypical child development, including knowledge of developmental stages, and their implications for learning.
3. Use knowledge of learning theory to implement evidence based instructional practices which provide access to the core curriculum and address the needs of diverse & exceptional groups of learners.
4. Discuss approaches to developing a positive learning environment and demonstrate their ability to implement, systems that assess, plan, and provide academic and social skill instruction to support a classroom environment conducive learning, while simultaneously encouraging positive behavior in all students.

B. Learning Outcomes

1. Identify major milestones in four developmental domains: social/emotional, cognitive, communication/language, and physical/motor skills with successful mastery evidenced by application to the field experience placement and representation in field experience related assignments. FEAP (a) 2 c, f, g, h, i; COE Unit Standard 4.

2. Accurately characterize the normal range of individual differences in the timing of milestone achievements in human development and match the acquisition of major developmental milestones to corresponding changes in brain development and environmental influences, as evidenced through active participation in class discussion and successful completion of course related assignments. FEAP (a) 2 c, f, g, h, i; COE Unit Standard 4.

3. Develop a case study and recommendation report, focused on a student with a disability, which reflect analysis of assessment results, IEP goals, school and community resources, as well as an alignment with evidence based instructional practices. Successful completion evidenced by a minimum score of 3 on the Case Study Critical Task rubric. ESE 61.1, 61.2, 61.3

4. Write a beginning philosophy of education as it pertains to the management of diverse and exceptional learners and the classroom environment as evidenced through the successful completion of the Classroom Management Plan Critical Task.

5. Design a technology-enhanced, arts-infused classroom management plan that reflects age- appropriate challenges and accommodations for individual differences: developmental, cultural, and linguistic, as evidenced by successful completion of the Classroom Management Plan Critical Task. FEAP (a) 2 a, b, d, f, g, h; (b) 2.

C. Major Topics

1. Child Development
2. Classroom Management
3. Exceptional & Diverse Learners
4. Learning Environment

D. Textbooks

Beck, Laura E. (2013). Child development; 9th Edition. Boston, MA: Pearson

Scheuermann, B. K. & Hall, J. A. (2016). Positive behavioral supports for the classroom (3rd ed). Columbus, OH: Pearson.

Vaughn, S., & Bos, C. S. (2015). Strategies for teaching students with learning and behavior problems (9th ed.). New York, NY: Pearson

Ormrod, J. E. (2016). Human learning, 7th Edition. Boston, MA: Pearson Education, Inc.

Ginsburg, K. R. (2015). Building resilience in children and teens: Giving kids roots and wings, 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics.

E. Course Readings, Online Resources, and Other Purchases

See course textbooks above.

F. Student Expectations/Requirements and Grading Policy

Assignment Points

Field Experience 40

Case study 30

Classroom Management Plan 30

TOTAL 100

G. Assignments, Exams and Tests

Assignment Points

Field Experience 40

Case study 30

Classroom Management Plan 30

TOTAL 100

H. Attendance Policy

Course Attendance at First Class Meeting – Policy for Graduate Students: For structured courses, 6000 and above, the College/Campus Dean will set the first-day class attendance requirement. Check with the College for specific information. This policy is not applicable to courses in the following categories: Educational Outreach, Open University (TV), FEEDS Program, Community Experiential Learning (CEL), Cooperative Education Training, and courses that do not have regularly scheduled meeting days/times (such as, directed reading/research or study, individual research, thesis, dissertation, internship, practica, etc.). Students are responsible for dropping undesired courses in these categories by the 5th day of classes to avoid fee liability and academic penalty. (See USF Regulation – Registration - 4.0101,

<http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.htm>)

Attendance Policy for the Observance of Religious Days by Students: In accordance with Sections 1006.53 and 1001.74(10)(g) Florida Statutes and Board of Governors Regulation 6C-6.0115, the University of South Florida (University/USF) has established the following policy regarding religious observances: (http://usfweb2.usf.edu/usfgc/gc_pp/acadaf/gc10-045.htm)

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Attendance is expected and required. More than 2 unexcused absences may require the student to retake the course.

I. Policy on Make-up Work

Make-up work is accepted up to one week past the due date specified in the syllabus for a 20% deduction. Work submitted past the one

week extension will not be graded (unless prior arrangements have been made with the instructor).

J. Program This Course Supports

MAT in Elementary Education

14. Course Concurrence Information

N/A