4-4-2012


University of South Florida St. Petersburg.

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USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

<table>
<thead>
<tr>
<th>Date Submitted</th>
<th>Date/Term Change is Requested to Become Effective</th>
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<tbody>
<tr>
<td>11/08/2011</td>
<td>Spring / 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyman Dukes</td>
<td>(727) 873 - 4991</td>
<td><a href="mailto:ldukes@mail.usf.edu">ldukes@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

Do the attached changes mirror changes to USF Tampa Curriculum? Yes

Comments:

Description of Change (attach supporting documents if necessary):
This course is an integral part of the new BXE undergraduate degree program in the College of Education. This program is unique to the College of Education at USFSP.

Estimated Impact on University Resources:

<table>
<thead>
<tr>
<th>Library</th>
<th>Equipment</th>
<th>Faculty/Staff</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</table>

**APPROVALS** (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, College Academic Programs Comm.</td>
<td></td>
<td>Yes/No</td>
<td>12/12/11</td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td>Yes/No</td>
<td>12/12/11</td>
</tr>
<tr>
<td>Vivian Fueyo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td></td>
<td>Yes/No</td>
<td>16 JAN 12</td>
</tr>
<tr>
<td>T. Ainscowe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norine E. Noonan</td>
<td></td>
<td>Yes/No</td>
<td>1/19/12</td>
</tr>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. **Department and Contact Information**

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<tbody>
<tr>
<td>Childhood Education</td>
<td>EP-SP Education</td>
<td>USFO1STP 511721 10000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Lyman Dukes</td>
<td>(727) 873 – 4991</td>
<td><a href="mailto:ldukes@mail.usf.edu">ldukes@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

2. **Course Information**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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</thead>
<tbody>
<tr>
<td>EDG</td>
<td>4444</td>
<td>Instructional Design and Classroom Management</td>
</tr>
</tbody>
</table>

| Is the course title variable? | NO       |
| Is a permit required for registration? | NO       |
| Are the credit hours variable? | NO       |
| Is this course repeatable for credit? | NO       |

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Section Type</th>
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<tr>
<td>3</td>
<td>Class Lecture</td>
<td>Regular</td>
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<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>45</td>
<td>Instructional Design</td>
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3. **Prerequisites**

<table>
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<th>And/Or</th>
<th>'C'</th>
<th>Test and Minimum Grade</th>
<th>Course and Minimum Grade</th>
<th>'C'</th>
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<tbody>
<tr>
<td>N/A</td>
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4. **Co-requisites**

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<th>Subject</th>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>N/A</td>
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5. **Registration Restrictions**

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<th>Codes</th>
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<tbody>
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<td>EP</td>
<td>Include</td>
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</tr>
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<td>Major</td>
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</tr>
<tr>
<td></td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td></td>
</tr>
</tbody>
</table>

6. **Course Description (255 character maximum for state submission)**

This course examines the legal issues affecting classroom/school management, school safety, professional ethics, and elementary school methods. The course explores the current knowledge of best practices of a variety of teaching and management strategies and methods deemed appropriate for diverse elementary school settings. This course is focused on how one works in the context of a general education classroom where students with exceptionalities are
regular class members. In order for teachers to work with special needs students, the basic principles of applied behavior analysis and their interrelationship with special education will culminate in the application of a behavior change project.

7. **Gordon Rule**

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>Yes ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>Yes ☑</td>
</tr>
</tbody>
</table>

8. **Justification**

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

This course is part of a new degree program that integrates Elementary Education and Exceptional Student Education competencies. It is necessary for certification in Elementary Education and Exceptional Student Education.

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

This course integrates principles of general classroom management with those for ESE students. This integration of methods and strategies is not in courses currently listed.

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 part of the required sequence in the approved integrated Bachelor's of Science in Education.

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

Yes. The enrollment is as follows: Spring 2010: 34, Summer 2010: 23, Fall 2010: 30, Spring 2011: 41, Summer 2011: 15, Fall 2011: 30.

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

It will be offered each semester with anticipated enrollment similar to the past two years.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

This is a required course in the BXE degree program.

g. What effect will this new course have on the students currently in the program?

There will be no effect on current or future students because this is a required course for an active degree program and it is not replacing any other course.

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

A Masters degree and at least 18 credit hours in the discipline are required.
### 9. Other Course Information

**A. Objectives**

1. Organize a daily/weekly schedule for the classroom including room arrangement,
2. Develop classroom rules and procedures and research based effective teaching.
3. Identify and describe the basic principles of applied behavior analysis.
4. Analyze behaviorally based research and behavioral based information or scenarios.
5. Define and record behavioral responses.
6. Develop an understanding and gain practice in setting up instruction, planning for instruction, and delivering instruction including lesson development and assessments. Create and modify behavioral objectives, procedures and activities for ESOL and ESE students at different levels of proficiency.
7. Conduct a behavioral change project.
8. Will recognize and demonstrate high standards as defined in The Code of Ethics and Principles of Professional Conduct of Educational Professionals in Florida and have an understanding of School Law.
9. Will identify the characteristics of effective instruction in a variety of teaching practices, such as whole class presentations, demonstrations, large and small group instruction, learning centers, cooperative learning and management of several activities simultaneously.
10. Demonstrate an understanding of the multiple elements in a classroom management system including scheduling and grading systems.
11. Understand the strategies used in major discipline systems and the strategies for acceptable management of children’s behavior in a diverse elementary classroom including interaction with ESOL and ESE students with academic and/or behavioral disabilities.
12. Demonstrate ability to work in collegial relationships with peers in preparation for professional committee involvement, working with aides, volunteers and collaborative teaching and learning.

**B. Learning Outcomes**

**Classroom Management Section**

1. **Classroom Management Plan**

   You will be expected to write your Classroom Management Plan for the grade level of your choice. Part of this plan must include in the introduction statements your knowledge of the developmental level of the age of the students in the grade level of your choice. This plan must also include the modifications you will make for your ESOL and ESE students. The details and samples for this assignment will be provided in class.

   FEAP 7, 9, 10 CLO 2, 3 ESOL 9.3, 9.6, 11.1, 11.2, 17.5, 20.1.

2. **Teacher Ethical Behavior in the Classroom - Worksheet**

   You will be presented with a set of twenty scenarios representing potential ethical conflicts and asked to describe what you would do in each situation.

   FEAP6 CLO 7
3. Behavior Change Project

This project will involve increasing an appropriate behavior that may not be part of the child’s current behavior repertoire, or may be occurring too infrequently. These assignments should be completed in a classroom setting or other setting (Summer ONLY). The details and samples for this assignment will be provided in class. Components of the project will include what follows and will be detailed on BlackBoard: Statement of the problem (reason for choosing the target behavior), Behavioral definition, Measure of the target behavior, Collecting data, Environmental analysis (aka functional behavior assessment), Intervention, ESOL adaptations, Generalization plan, Data analysis, Discussion, Graphed data and list of raw data.

Students will need access to children or adults for this project. During summer, the instructor will provide a list of summer programs in the area that are recommended.

FEAP 1,2,5,6,10,11 CLO 5 ESOL 3 if subject is also an ESOL student.

4. Online Quizzes

Quizzes will be given during the semester covering notes and readings. Make ups are not necessary or available since one of the quizzes will be dropped. Practice quizzes based on the Alberto and Troutman content are on Blackboard.

a. Major Topics

<table>
<thead>
<tr>
<th>q</th>
<th>Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Organizing Your Classroom and Supplies</td>
</tr>
<tr>
<td>b</td>
<td>Establishing Classroom Rules and Procedures</td>
</tr>
<tr>
<td>c</td>
<td>Procedures for Managing Student Work</td>
</tr>
<tr>
<td>d</td>
<td>Getting of a Good Start</td>
</tr>
<tr>
<td>e</td>
<td>Managing Cooperative Learning Groups</td>
</tr>
<tr>
<td>f</td>
<td>Maintaining Appropriate Student Behavior</td>
</tr>
<tr>
<td>g</td>
<td>Communication Skills for Teaching</td>
</tr>
<tr>
<td>h</td>
<td>Managing Student Behaviors</td>
</tr>
<tr>
<td>q</td>
<td>Exceptional Student Education (Behavior Change)</td>
</tr>
<tr>
<td>a</td>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>b</td>
<td>Behavioral Definition</td>
</tr>
<tr>
<td>c</td>
<td>Behavioral Measurement</td>
</tr>
<tr>
<td>d</td>
<td>Data Collection</td>
</tr>
<tr>
<td>e</td>
<td>Environmental Analysis</td>
</tr>
<tr>
<td>f</td>
<td>Intervention</td>
</tr>
<tr>
<td>g</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>h</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

b. Textbooks


10. Proposed UG Catalog Language

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11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).
Course Information
Course Number: EDG4444
Course Title: Instructional Design and Classroom Management
Credit Hours: 3
Instructors:
Office Hours: by Appointment
Office Phone:
Email:

Course Description & Content
This course examines the legal issues affecting classroom/school management, school safety, professional ethics, and elementary school methods. The course explores the current knowledge of best practices of a variety of teaching and management strategies and methods deemed appropriate for diverse elementary school settings. This course is focused on how one works in the context of a general education classroom where students with exceptionalities are regular class members. In order for teachers to work with special needs students, the basic principles of applied behavior analysis and their interrelationship with special education will culminate in the application of a behavior change project.

The College of Education seeks to prepare exemplary teachers and other educational personnel for roles in a diverse society. It promotes lifelong learning, is committed to stewardship that reflects the ethics of community responsibility, and continually strives to meet the educational needs of all learners. Three major themes summarize candidate outcomes and dispositions: Knowledgeable Professionalism, Reflective Teaching, and Collaborative Leadership. The philosophy of the College of Education comprises five core values, which frame the curriculum and align the unit's instruction, clinical practice, field experiences, assessment, and evaluation. They are: Diversity, collaboration with our professional partners, a culture of inquiry, ethical behavior and high academic standards.

Course Objectives & Standards Covered in this Course
Students will be able to:

1. Organize a daily/weekly schedule for the classroom including room arrangement,
2. Develop classroom rules and procedures and research based effective teaching.
3. Identify and describe the basic principles of applied behavior analysis.
4. Analyze behaviorally based research and behavioral based information or scenarios.
5. Define and record behavioral responses.
6. Develop an understanding and gain practice in setting up instruction, planning for instruction, and delivering instruction including lesson development and assessments. Create and modify behavioral objectives, procedures and activities for ESOL and ESE students at different levels of proficiency.
7. Conduct a behavioral change project.
8. Will recognize and demonstrate high standards as defined in The Code of Ethics and Principles of Professional Conduct of Educational Professionals in Florida and have an understanding of School Law.
9. Will identify the characteristics of effective instruction in a variety of teaching practices, such as whole class presentations, demonstrations, large and small group instruction, learning centers, cooperative learning and management of several activities simultaneously.
10. Demonstrate an understanding of the multiple elements in a classroom management system including scheduling and grading systems.
11. Understand the strategies used in major discipline systems and the strategies for acceptable management of children's behavior in a diverse elementary classroom including interaction with ESOL and ESE students with academic and/or behavioral disabilities.

12. Demonstrate ability to work in collegial relationships with peers in preparation for professional committee involvement, working with aides, volunteers and collaborative teaching and learning.

### Course Requirements

- **Attendance:** While much information will be obtained from your text books, large amounts of information will be available only during class time that will include lectures, activities, and group work that cannot be made up. Therefore, attending class and participation in class on a regular basis is needed for successful completion of this course. There will be points assigned for each of class sessions during the semester. Attendance will be taken at each session. To earn attendance points for any class meetings, you must arrive at the beginning of the class and stay until the end of the class. See grades section for points.

- **Students will be required to use Black Board for successful completion of this course. Announcements, assignments, schedule changes (if any) will be placed on Blackboard. It is your responsibility to keep informed with any changes in assignments or schedule changes (if occurs). Assignments, when graded, will show a score in your grade book. Click on score and you can read the instructors comments. Assignment that are submitted but not graded will show up as an exclamation mark in your grade book.**

- **This course is to be taken during an internship and it is assumed that you will have access to a child with disabilities for approximately 20 days for at least 30 minutes per day. If you do not, see your instructor as soon as possible as your behavior change project assignment depends on your working with a child with special needs.**

- **Chapter reading assignments from your texts are included in the Syllabus under Course Schedule. Come to class each session prepared to discuss the assigned topics.**

- **Assignments CANNOT be turned in past the due date. Instructors will not accept late submissions.**

### Instructional Strategies Used in this Course

<table>
<thead>
<tr>
<th>Strategy</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative learning</td>
<td>✗</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>✗</td>
</tr>
<tr>
<td>Large and Small Group Discussion</td>
<td>✗</td>
</tr>
<tr>
<td>Instructor Modeling</td>
<td>✗</td>
</tr>
<tr>
<td>Lecture</td>
<td>✗</td>
</tr>
<tr>
<td>Independent student activities</td>
<td></td>
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<tr>
<td>Role playing</td>
<td></td>
</tr>
<tr>
<td>Peer assessment</td>
<td></td>
</tr>
<tr>
<td>On-line Threaded Discussion</td>
<td></td>
</tr>
</tbody>
</table>

### Required Textbooks and Materials


Other required supplemental readings provided on BlackBoard
Course Assignments

Classroom Management Section

1. Classroom Management Plan
   You will be expected to write your Classroom Management Plan for the grade level of your choice. Part of this plan must include in the introduction statements your knowledge of the developmental level of the age of the students in the grade level of your choice. This plan must also include the modifications you will make for your ESOL and ESE students. The details and samples for this assignment will be provided in class.
   FEAP 7, 9, 10 CLO 2, 3 ESOL 9.3, 9.6, 11.1, 11.2, 17.5, 20.1.

2. Teacher Ethical Behavior in the Classroom - Worksheet
   You will be presented with a set of twenty scenarios representing potential ethical conflicts and asked to describe what you would do in each situation.
   FEAP 6 CLO 7

Exceptional Student Education Section

3. Behavior Change Project
   This project will involve increasing an appropriate behavior that may not be part of the child’s current behavior repertoire, or may be occurring too infrequently. These assignments should be completed in a classroom setting or other setting (Summer ONLY). The details and samples for this assignment will be provided in class. Components of the project will include what follows and will be detailed on BlackBoard: Statement of the problem (reason for choosing the target behavior), Behavioral definition, Measure of the target behavior, Collecting data, Environmental analysis (aka functional behavior assessment), Intervention, ESOL adaptations, Generalization plan, Data analysis, Discussion, Graphed data and list of raw data.
   Students will need access to children or adults for this project. During summer, the instructor will provide a list of summer programs in the area that are recommended.
   FEAP 1,2,5,6,10,11 CLO 5 ESOL 3 if subject is also an ESOL student.

4. Online Quizzes
   Quizzes will be given during the semester covering notes and readings. Make ups are not necessary or available since one of the quizzes will be dropped. Practice quizzes based on the Alberto and Troutman content are on Blackboard.

Both Classroom Management and Exceptional Student Education Sections

- Attendance & Participation
  Regular class attendance is important. Punctuality is expected. You will be held responsible for all content, handouts, and assignments given in class and on Black Board. Regardless of your attendance points, if you miss three sessions, your final course grade will drop to the next lowest level (for example: an A grade will be drop to B, or B to C) automatically.
Major Course Topics:

- Classroom Management
  - a. Organizing Your Classroom and Supplies
  - b. Establishing Classroom Rules and Procedures
  - c. Procedures for Managing Student Work
  - d. Getting of a Good Start
  - e. Managing Cooperative Learning Groups
  - f. Maintaining Appropriate Student Behavior
  - g. Communication Skills for Teaching
  - h. Managing Student Behaviors

- Exceptional Student Education (Behavior Change)
  - a. Statement of the Problem
  - b. Behavioral Definition
  - c. Behavioral Measurement
  - d. Data Collection
  - e. Environmental Analysis
  - f. Intervention
  - g. Data Analysis
  - h. Discussion

Grades:

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</thead>
<tbody>
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<td>Classroom Management Plan</td>
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<td>330</td>
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<tr>
<td>Ethics Paper/Worksheet</td>
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<td>100</td>
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<tr>
<td>Participation (7 weeks*10points)</td>
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<td>70</td>
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<tr>
<td>Behavior Change Project</td>
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<td>500</td>
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<tr>
<td>Quizzes</td>
<td></td>
<td>330</td>
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<tr>
<td>Participation (7 weeks*10points)</td>
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<td>100</td>
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</tr>
<tr>
<td>600-649</td>
<td>D-</td>
</tr>
<tr>
<td>599 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Policies & Procedures:

USFSP General Attendance Policy

Only officially registered students or students approved to audit a class are entitled to attend class. Students are
responsible for being aware of all instructor-based and University issued attendance policies and the requirements of
the registrar for enrollment, drop/add and fee liability. Students are responsible for completing the academic
requirements of each class as defined by the instructor and as set forth in any class syllabus. An instructor may make
attendance mandatory and may impose penalties, including failing a class, for excessive absences. It is university
policy that student absences will be excused for military duty, jury duty, and religious days (as set forth in University
policy 10-045). Excused absences for other documented reasons may be allowed at the discretion of the instructor.
Though excused, the student is responsible for completing all academic work, examinations, assignments and labs in
a timely fashion.

Course Material Policy: Course participants are not permitted to sell notes/tapes of class lectures or course
materials.

"All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be
approved in advance and may be used for personal use during the semester only; redistribution is prohibited."

Religious Holidays: Students who anticipate being absent from class due to religious observance should inform
the instructor by the second class meeting

Academic Honesty: Students attending USF are awarded degrees in recognition of successful completion of
coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal
effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes
unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This
cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in
conformity with this policy. Punishment for academic dishonesty will depend on the seriousness of the offense and
may include giving the student an "F" or "Zero" on the subject paper, lab report, etc.; or an "F" in the course. If the
offense is serious enough, it may warrant the student's suspension or expulsion from the University. The University
drop and forgiveness policies may not be used for a course in which the student has been accused of academic
dishonesty. The internal transcript of a student who is awarded an "F" for academic dishonesty will read "FF." Note: A
grade of "F" for academic dishonesty, resulting in a grade of "FF" in the student's record, requires notification of the
intent to award the grade to the student and subsequent approval by the Graduate Dean or Undergraduate Dean as
appropriate. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the
student's transcript.

Americans with Disability Act (ADA) Statement
It is the USF's policy to provide reasonable accommodations to students with disabilities under ADA. At the beginning
of the semester, any student with a disability should inform the course instructor if instructional accommodations or
academic adjustments will be needed. For more information about the ADA and academic accommodations or
adjustments, contact the Office of Disability Resources and Services at (727) 553-4413 or by e-mailing
mcdowell@stpt.usf.edu.

Policies & Procedures:

USFSP General Attendance Policy
Only officially registered students or students approved to audit a class are entitled to attend class. Students are
responsible for being aware of all instructor-based and University issued attendance policies and the requirements of
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attendance mandatory and may impose penalties, including failing a class, for excessive absences. It is university
policy that student absences will be excused for military duty, jury duty, and religious days (as set forth in University
policy 10-045). Excused absences for other documented reasons may be allowed at the discretion of the instructor.
Though excused, the student is responsible for completing all academic work, examinations, assignments and labs in
a timely fashion.

Course Material Policy: Course participants are not permitted to sell notes/tapes of class lectures or course
materials.

"All unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be
approved in advance and may be used for personal use during the semester only; redistribution is prohibited."

Religious Holidays: Students who anticipate being absent from class due to religious observance should inform
the instructor by the second class meeting

Academic Honesty: Students attending USF are awarded degrees in recognition of successful completion of
coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal
effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes
unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This
cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this policy. Punishment for academic dishonesty will depend on the seriousness of the offense and may include giving the student an "F" or "Zero" on the subject paper, lab report, etc.; or an "F" in the course. If the offense is serious enough, it may warrant the student's suspension or expulsion from the University. The University drop and forgiveness policies may not be used for a course in which the student has been accused of academic dishonesty. The internal transcript of a student who is awarded an "F" for academic dishonesty will read "FF." Note: A grade of "F" for academic dishonesty, resulting in a grade of "FF" in the student's record, requires notification of the intent to award the grade to the student and subsequent approval by the Graduate Dean or Undergraduate Dean as appropriate. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript.

**Americans with Disability Act (ADA) Statement**

It is the USF's policy to provide reasonable accommodations to students with disabilities under ADA. At the beginning of the semester, any student with a disability should inform the course instructor if instructional accommodations or academic adjustments will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at (727) 553-4413 or by e-mailing mcdowell@stpt.usf.edu.
USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 123     DATE/TIME: 2012-01-31 15:46:25.0

1. Department and Contact Information

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<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@usfsp.edu">crossman@usfsp.edu</a></td>
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2. Course Information

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<tr>
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<td>Instructional Design and Classroom Management</td>
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Is the course title variable?  
N

Is a permit required for registration?  
N

Are the credit hours variable?  
N

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Abbreviated Title (30 characters maximum)
Instructional Design

Prerequisites

Corequisites

Co-Prerequisites

Registration Restriction: College=EP

Course Description

Examines the legal issues affecting classroom/school management, school safety, professional ethics, & elementary school methods; explores best practices of a variety of teaching/management strategies deemed appropriate for diverse elementary settings

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the computation portion of the Gordon Rule?
N
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course is part of a new degree program that integrates Elementary Education and Exceptional Student Education competencies. It is necessary for certification in Elementary Education and Exceptional Student Education.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
This course integrates principles of general classroom management with those for ESE students. This integration of methods and strategies is not in courses currently listed.

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 part of the required sequence in the approved integrated Bachelor’s of Science in Education.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
Yes. The enrollment is as follows: Spring 2010: 34, Summer 2010: 23, Fall 2010: 30, Spring 2011: 41, Summer 2011: 15, Fall 2011: 30.

E. How frequently will the course be offered? What is the anticipated enrollment?
It will be offered each semester with anticipated enrollment similar to the past two years.

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? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
A Masters degree and at least 18 credit hours in the discipline are required.

5. Other Course Information

A. Objectives
Organize a daily/weekly schedule for the classroom including room arrangement, 2. Develop classroom rules and procedures and research based effective teaching. 3. Identify and describe the basic principles of applied behavior analysis. 4. Analyze behaviorally based research and behavioral based information or scenarios. 5. Define and record behavioral responses. 6. Develop an understanding and gain practice in setting up instruction, planning for instruction, and delivering instruction including lesson development and assessments. Create and modify behavioral objectives, procedures and activities for ESOL and ESE students at different levels of proficiency. 7. Conduct a behavioral change project. 8. Will recognize and demonstrate high standards as defined in The Code of Ethics and Principles of Professional Conduct of Educational Professionals in Florida and have an understanding of School Law. 9. Will identify the characteristics of effective instruction in a variety of teaching practices, such as whole class presentations, demonstrations, large and small group instruction, learning centers, cooperative learning and management of several activities simultaneously. 10. Demonstrate an understanding of the multiple elements in a classroom management system including scheduling and grading systems. 11. Understand the strategies used in major discipline systems and the strategies for acceptable management of children’s behavior in a diverse elementary classroom including interaction with ESOL and ESE students with academic and/or behavioral disabilities. 12. Demonstrate ability to work in collegial relationships with peers in preparation for professional committee involvement, working with aides, volunteers and collaborative teaching and learning.
B. Learning Outcomes
Classroom Management Section 1. Classroom Management Plan You will be expected to write your Classroom Management Plan for the grade level of your choice. Part of this plan must include in the introduction statements your knowledge of the developmental level of the age of the students in the grade level of your choice. This plan must also include the modifications you will make for your ESOL and ESE students. The details and samples for this assignment will be provided in class. FEAP 7, 9, 10 CLO 2, 3 ESOL 9.3, 9.6, 11.1, 11.2, 17.5, 20.1. 2.
Teacher Ethical Behavior in the Classroom - Worksheet You will be presented with a set of twenty scenarios representing potential ethical conflicts and asked to describe what you would do in each situation. FEAP6 CLO 7 Exceptional Student Education Section 3. Behavior Change Project This project will involve increasing an appropriate behavior that may not be part of the child’s current behavior repertoire, or may be occurring too infrequently. These assignments should be completed in a classroom setting or other setting (Summer ONLY). The details and samples for this assignment will be provided in class. Components of the project will include what follows and will be detailed on BlackBoard: Statement of the problem (reason for choosing the target behavior), Behavioral definition, Measure of the target behavior, Collecting data, Environmental analysis (aka functional behavior assessment), Intervention, ESOL adaptations, Generalization plan, Data analysis, Discussion, Graphed data and list of raw data. Students will need access to children or adults for this project. During summer, the instructor will provide a list of summer programs in the area that are recommended. FEAP 1,2,5,6,10,11 CLO 5 ESOL 3 If subject is also an ESOL student. 4. Online Quizzes Quizzes will be given during the semester covering notes and readings. Make ups are not necessary or available since one of the quizzes will be dropped. Practice quizzes based on the Alberto and Troutman content are on Blackboard.

C. Major Topics

D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
- N/A

Exit Requirements
- N/A

Skills and Dimensions
- N/A
### Grading Mode Record

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### Course Schedule Type Record

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### Course Supplemental Data Record (SCADETL)

**Subject:** EDG  
**Course Title:** Instructional Design  
**Course:** 4444  
**Term:** 2012S

#### Supplemental Data

- **From Term:** 2012S  
- **Maintenance:** ☑  
- **To Term:** 999999

### Account Number:

- USF015TP51172410000  
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**Occupational Course:** ☑  
**Classification:** ☑

- **Cooperative Education:** ☑

**Course Identifier:**  
**Credit Category:** 

#### Institutional Reporting

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### Course Description Record

- **From Term:** 2012S  
- **Maintenance:** ☑  
- **To Term:** 999999

#### Description

Examines the legal issues affecting classroom/school management, school safety, professional ethics, & elementary school methods; explores best practices of a variety of teaching/management strategies deemed appropriate for diverse elementary settings.
Registration Restriction Record
(SCARRES)

Subject: EDG Education: General
Course Title: Instructional Design
Course: 4444
Term: 2012S

Campus Restrictions
From Term: 2012S Maintenance To Term: 999999
Include Exclude
Campus Description

College Restrictions
From Term: 2012S Maintenance To Term: 999999
Include Exclude
College Description
EP Education USFSP