



Savannah State University
New Programs and Curriculum Committee
Summary Page – Form I

1. **Submitting College:** SOTE
2. **Department(s) Generating The Proposal:** Choose an item.
Choose an item. (if needed)
3. **Proposal Title:** Methods and Classroom Management in Biology Education
4. **Course Number(s):** BIED 4417
5. **Course Title(s):** **Methods and Classroom Management in Biology Education**
6. **Effective Date:** Spring Year: 2014
7. **Brief Summary of Proposal:** The course is designed to provide teacher candidates with strategies to manage their classrooms effectively for the 21st Century in order to decrease disturbances and increase instructional time. Teacher candidates will learn techniques for developing rapport with students, instituting expectations, designing their classroom, responding aptly to inappropriate behavior, while utilizing self-directed behavior modification. Research-based strategies will provide teacher candidates with resources to diminish low-level behaviors, motivate students, and maximize instructional time. There will be a 60 hour field component to this course.
8. **Type of Proposal:** New Course If other, please describe: Click here to enter text.
9. **Impact on Library Holdings**
Existing: Click here to enter text.
Additional: Click here to enter text.
Deletions: Click here to enter text.
10. **Impact on Existing Programs:** . This course is designed to meet GaPSC Rules for Teacher Preparation and more specifically the biology methods requirements of teacher education candidates. The specific rules satisfied by this course are 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and 505-2-.16 CERTIFICATION BY STATE-APPROVED
11. **Additional Resources Required**
Personnel: Click here to enter text.
Non-personnel: Click here to enter text.

12. Approvals:

- Department Curriculum Committee Signature _____ Date _____
- Department Chair Signature _____ Date _____
- College Curriculum Committee Signature  Date 11/14/13
- College Dean Signature  Date 11/14/13
- Vice President of Academic Affairs Signature _____ Date _____
(Chair of the New Programs and Curriculum Committee)

- Faculty Senate

Signature _____ Date _____



Savannah State University
New Programs and Curriculum Committee
Course Addition Page-Form II

1. Course Number: BIED 4417
2. Course Title: Methods and Classroom Management in Biology Education
3. Catalogue Description: The course is designed to provide teacher candidates with strategies to manage their classrooms effectively for the 21st Century in order to decrease disturbances and increase instructional time. Teacher candidates will learn techniques for developing rapport with students, instituting expectations, designing their classroom, responding aptly to inappropriate behavior, while utilizing self-directed behavior modification. Research-based strategies will provide teacher candidates with resources to diminish low-level behaviors, motivate students, and maximize instructional time. There will be a 60 hour field component to this course.
4. Rationale: This course provides school-based opportunities for teacher candidates to explore the nature of adolescent learners, effective teaching practices, and the complexities of creating an environment that promotes achievement in science by utilizing effective classroom management techniques.
5. Credit Hours: 3 credit hours
6. Pre-requisites: Admittance to School of Teacher Education, EDUC 3030 and 3200
7. Syllabus: See attached
8. Similarity to or duplication of Existing Courses: N/A
9. Textbook selection: Jones, Vernon F. & Jones, Louise S. (2010). Comprehensive classroom management (9th Edition or latest). Boston: Allyn & Bacon.
10. Grading: Grading Scale: a {90-100}; B {80-89}; C {70-79}; D {60-69}; F (below 60)

BIED 4417: Methods and Classroom Management in Biology Education
2014 Fall Syllabus
Savannah State University
School of Teacher Education

Note: *Currently, all teacher education courses are in the development process with the Georgia Professional Standards Commission (GaPSC) and students taking this course or other education courses are not enrolled in teacher education. Once programs are approved by the GaPSC, this course will count as an approved teacher education course for students seeking admission to the teacher education program.*

Instructor Information

Name:

Rank: Campus Address:

Office Number:

Email:

Instructor's Education:

Doctorate work

Master's degree

Undergraduate degree

Catalog Course Description: The course is designed to provide teacher candidates with strategies to manage their classrooms effectively for the 21st Century in order to decrease disturbances and increase instructional time. Teacher candidates will learn techniques for developing rapport with students, instituting expectations, designing their classroom, responding aptly to inappropriate behavior, while utilizing self-directed behavior modification. Research-based strategies will provide teacher candidates with resources to diminish low-level behaviors, motivate students, and maximize instructional time. **There will be a 60 hour field component to this course. You cannot pass this course without it. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience. You will be unable to select a school for placement until this step is completed.**

Pre-requisites: Admission to School of Teacher Education, EDUC 3030 and 3200

OBJECTIVES AND OUTCOMES:

As a result of completing this course, the teacher education candidate will be able to:

1. Design the classroom for maximum student achievement.
2. Develop strong rapport with students.
3. Demonstrate precise expectations and procedures for managing the classroom.
4. Maintain self-control when dealing with disruptions and difficult students.
5. Use self-directed learning strategies to eliminate repeated warnings and quickly stop low-level problem behavior.
6. Use proper techniques for responding to serious behavior problems.
7. Develop a school-wide behavioral management plan.

8. Articulate a reflective philosophy model of discipline.
9. Demonstrate knowledge of global research-based and practitioner-based behavior management techniques.
10. Identify and plan developmentally appropriate behavior and classroom management techniques to optimize learning.

REQUIRED TEXT: Jones, Vernon F. & Jones, Louise S. (2010). Comprehensive classroom management (9th Edition or latest). Boston: Allyn & Bacon.

METHODS OF INSTRUCTION: The basic class format will be discussion derived from the backgrounds, special interest, outside reading, and preparation for class. The quality of the class experience will depend largely on thoroughness of preparation, freedom of expression, and participation of individual class members. In addition, classroom teaching specific assignments, online Desire2Learn (D2L) discussions, web seminars, and field trips are scheduled to learn about the variety of teaching strategies in science education. D2L will be used as a web-assisted tool to further enhance the teaching and learning environment.

Post completed assignments, reflections, and other artifacts related to this course in your e-portfolio in TaskStream. Remember, completed assignments will be assessed through your e-portfolio in TaskStream. The e-portfolio is required for all education courses.

GENERAL COURSE REQUIREMENTS:

Each Student in the course is expected to meet the following requirements:

Practical activities

Develop three practical activities based on the readings and discussions for the course.

Each activity must be designed for implementation in a classroom or program. The activities must be geared towards 6-12 students. The practical activities will be conducted in your practicum school placement for this course.

Personal Model of Teaching Self-Discipline:

Self-discipline can be considered a type of selective preparation, creating new practices of thought, action, and speech geared toward improving yourself and reaching goals.

While self-discipline can sometimes be selective and task-oriented, it should be viewed as a positive effort, rather than one to be denied. Teacher candidates will develop their Personal Model of Teaching Self-Discipline by submitting two written assignments that conveys their philosophy on the subject. The first submission will be a draft and the second submission will be their final paper.

Classroom Management Activity

Teacher candidates will analyze a classroom scenario and provide recommendations to improve the classroom management and organization. Weekly readings from Jones & Jones, "Comprehensive Classroom Management," will be utilized to relate concepts from the book to activities in the classroom scenario.

Weekly Discussions

Teacher candidates will engage in class discussion each week. All discussions will not be graded, but your participation is mandatory. Responses and comments must be considerate and concentrated on the topic in order to earn the total amount of points designated for this assignment. Responses must be posted during the week in which the discussion is scheduled. Late responses, received after the deadline on Sunday at midnight will not be graded. **Bonus** points may be awarded by the Instructor at the end of the course for participation in weekly discussion activities on other topics.

Quizzes

The scores from the best eight (5) out of 6 quizzes will be used to calculate final grades. Teacher candidates are required to complete all 6 quizzes.

Field Experience

The 60 hour field experience is a required component of BIED 4417. It is intended to be one of two practice opportunities prior to student teaching. Teacher candidates will be expected to demonstrate a variety of classroom management techniques during this time. In order to be successful in the field experience, the teacher candidate must demonstrate indicators of effective application of instructional strategies and classroom management. The field experience will be assessed using appropriate instruments completed by the teacher candidate, collaborating teacher, and University Supervisor/Field and Clinical Experience Coordinator. A rubric for observations for your field experience will be utilized by your supervising professor and collaborating teacher. You must complete the field experience component of this course in order to receive a passing grade. A teacher candidate may be removed from his/her field experience placement at any time under the recommendation of the collaborating teacher, principal, or university supervisor. SSU teacher candidates are expected to abide by the student code of conduct and Georgia Code of Ethics while representing the institution off campus. If you do not complete the 60 hour field experience you will automatically receive an "F" in the class.

CLASSROOM NORMS: During the first week of class, class members will establish norms (ground rules), a list of behaviors that the group agrees upon so that everyone can be comfortable in an educational setting that fosters learning. This is a model for setting ground rules in the students' own classrooms someday, and is therefore doubly important to follow.

PROFESSIONALISM: It is expected that teacher candidates will conduct themselves with the professionalism that is required of practicing teachers. Such professionalism includes effective and respectful collaboration and communication with colleagues, prompt attendance of all meetings and classes, moral behavior and actions, appropriate communication and sharing of materials and plans with the collaboration teacher and university supervisor/field and clinical experience coordinator, appropriate professional dress (even on “causal days”), etc. If, at any time, a student’s actions or attitudes are judged less than professional by a professor or supervisor, the appropriate action will be taken according to the SOTE Student Teaching Handbook. As such there are three vital parts of the teaching profession are: 1) Regular and prompt attendance 2) being prepared and 3) being a team player. As such, attendance along with class participation is an important part of your grade. Excessive absences will hurt your grade significantly.

Being a team player is very important as a teacher; therefore you will be placed in groups at various points throughout the semester and will be expected to participate and be prepared to contribute.

Schedule of Activities

Week One	Orientation/Expectations/ Library Resources and TaskStream (overview)
Week Two	Overview of Behavior Management
Week Three	Overview of Psychosocial Development Quiz #1
Week Four	Theories of Motivation Practical Activity #1
Week Five	Jones & Jones, Ch. 1 & 2 Quiz #2
Week Six	Positive Peer Relationships
Week Seven	Jones & Jones, Ch. 3 & 4 Quiz #3
Week Eight	Positive Peer Relationships Practical Activity #2
Week Nine	Parent –School Relationships Quiz #4
Week Ten	Jones & Jones, Ch. 5 & 6 Personal Model of Teaching Self Discipline Draft
Week Eleven	Developing Standards for Classroom Behavior Quiz #5
Week Twelve	Classroom Management System & Responding to Rules Violations Practical Activity #3
Week Thirteen	Jones & Jones, Ch. 6 & 8 Problem solving & Individual Behavior Management Quiz #6
Week Fourteen	Jones & Jones, Ch. 9 & 10

Week Fifteen

Course Final Review Personal Model of Teaching Self-Discipline Paper

Reading Assignments, videos, and lectures (are as scheduled, unless otherwise noted). **I reserve the right to change topics of discussion and “other” assignments in class without advanced notice.** Students are expected to follow the University’s code of conduct regarding all assignments (both in and out of class).

GRADING:

Grades will be computed as follows:

Classroom Management Activity: 15%
Personal Model of Teaching Self-Discipline: 10%
Written Discussions: 10%
Practical Activities: 25%
Quizzes: 20%
Final: 20%
TOTAL 100%

The grading scale below will be used to determine your final grade.

AVERAGE GRADE

90 -100 A
80 -89 B
70 -79 C
60 -69 D
BELOW 60 F

ABSENCE/WITHDRAWAL POLICY:

You are encouraged and expected to attend all classes. Roll will be taken at the beginning of each class. Missed classes count as absences even if you were not yet registered for this class. **YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED, EVEN IF YOU ARE ABSENT.** You will receive a grade of zero (0) for class participation and journaling on the days you are absent. These points cannot be made up. Please do not contact the School of Teacher Education to report an absence prior to class or to leave a message for me there. Any messages for me should either be emailed to me or left on phone number listed on this syllabus. There are no excused/unexcused absences, the grading policy allows for “infrequent” absences without significant penalty.

If a student does not attend at least one class during the first two weeks, they may be automatically dropped from the class. I am unable to withdraw you during the semester. If you need to do this before the midpoint of the semester, it is up to you to take care of this with the registrar’s office.

TARDY ARRIVAL/EARLY DEPARTURE POLICY:

You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class and distract me. If you should arrive late, please enter quietly and take your seat as unobtrusively as possible.

COURSE OUTLINE

The class Course Outline, available on the website, www.savannahstate.edu, will be followed as closely as possible. From time to time, changes might be made by the instructor. Students are expected to adhere to changes.

COURSE AMENDMENTS

The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the students' progress and success.

SAVANNAH STATE UNIVERSITY POLICIES**a. ACADEMIC HONESTY POLICY:**

Cheating is against school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own.

Violations of the cheating policy will result in a grade of '0' for the assignment in question, and may result in a failing grade for the course at the instructor's discretion. See the Student Conduct Code in the Student Handbook for details and for a review of the appeals procedure. Additional information related to Academic Honesty as it applies to courses taken in the School of Teacher Education may be found on the website at http://www.savannahstate.edu/student-affairs/docs/SSU_Student_Handbook.pdf

b. AMERICANS WITH DISABILITIES ACT STATEMENT

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. It is the student's responsibility to notify the instructor and to obtain an accommodation letter so that accommodations can be made for the class.

c. STATEMENT OF NON-DISCRIMINATION

Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded

from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

d. AFFIRMATIVE ACTION STATEMENT

Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race, creed, color, national origin, sex, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts. Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

e. EQUAL OPPORTUNITY STATEMENT

Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring, and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.

SYLLABUS ACKNOWLEDGEMENT FORM

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- I have received a copy of the BIED 4417 course syllabus in person.
- I have read and understand the content.

Name _____
(Please print)

Signature _____

Date _____

(You must submit this form to the instructor after the first week of class.)