



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:** Classroom Management & Ethics
4. **Course Number(s):** EDUC 3040
5. **Course Title(s):** Classroom Management & Ethics
6. **Effective Date:** Fall Year: 2016
7. **Brief Summary of Proposal:** This course is designed to introduce students to theoretical, experiential, and best practices implementation of classroom management strategies and techniques for an effective learning environment. In this course, students will be introduced to preventative measures that can be used for stopping inappropriate behaviors from occurring as well as principles for dealing with inappropriate behaviors when they do occur. Students will be introduced to various management styles in real life classroom settings and will be able to critically evaluate the effective or ineffective use of such strategies for specific circumstances, students, and teaching styles. In addition, students will be introduced to the educators' Code of Ethics for the state of Georgia and will analyze how this code and school laws impact classroom management, decision-making, and teacher responsibilities for successful educators. Students will examine classroom scenarios for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situations and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL and at-risk students.
8. **Type of Proposal:** New Course If other, please describe: Click here to enter text.
9. **Impact on Library Holdings**
Existing: Current holdings
Additional: New purchases as needed
Deletions: NA
10. **Impact on Existing Programs:** None. This course is designed to meet GaPSC Rules for Teacher Preparation and to satisfy 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS rule and the requirements for the Pre-Service certificate. An applicant must Complete the Georgia Educator Ethics Assessment. The Pre-Service certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to organize procedures related to pre-service teachers once admitted to certain state-approved educator preparation programs.
11. **Additional Resources Required**
Personnel: None
Non-personnel: None
12. **Approvals:**
- Department Curriculum Committee Signature Kisha R. Cunningham Date 4/17/16

- Department Chair

Signature Ker M Date 4/17/16

- College Curriculum Committee

Signature _____ Date _____

- College Dean

Signature James J. J. Date 04/18/16

- Vice President of Academic Affairs
(Chair of the New Programs and Curriculum Committee)

Signature K. Holmes Date 5/2/16

- Faculty Senate

Signature Kenneth A. Jordan Date 5/2/16



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

1. **Course Number:** EDUC 3040
2. **Course Title:** Classroom Management & Ethics
3. **Catalogue Description:** This course is designed to address the professional roles, expectations, dispositions, and collaborative relationships expected of professional educators as well as effective classroom management strategies to produce & maintain a conducive learning environment for all students.
4. **Rationale:** This course is needed to satisfy 505-6-.01 THE CODE OF ETHICS FOR EDUCATORS rule and the requirements for the Pre-Service certificate. An applicant must Complete the Georgia Educator Ethics Assessment. The Pre-Service certificate is part of Georgia's tiered teacher certification system and provides a statewide structure to organize procedures related to pre-service teachers once admitted to certain state-approved educator preparation programs. Such procedures are designed to: (a) Assure the safety of school children; (b) Provide opportunities for pre-service teachers to practice/demonstrate knowledge and skills; (c) Standardize the criminal background check process across the state for pre-service teachers, eliminating those who are not eligible or suited to the profession; (d) Assist pre-service educators in understanding the Georgia Code of Ethics for Educators and hold them accountable under the Code; and (e) Require attainment of the Pre-Service certificate for anyone participating in field experiences and student teaching in Georgia schools (to include candidates in Georgia and out-of state educator preparation programs).
5. **Credit Hours:** 3 Credit Hours
6. **Pre-requisites:** Admission to School of Teacher Education
7. **Syllabus:** See Attached
8. **Similarity to or duplication of Existing Courses:** NA
9. **Textbook selection:** Emmer, E. & Evertson, C. (2012) *Classroom Management for Middle & High Teachers* (9th Edition). New York: Pearson Publisher.
10. **Grading:** Grading Scale: A (90-100); B (80-89); C (70-79); D (60-69); F (Below 60)

EDUC 3040- Classroom Management & Ethics

Fall 2015

Savannah State University
School of Teacher Education

Course Number: EDUC 3040

Instructor: Dr. Cora Thompson

Office: 125 Morgan Hall

Phone: 912-358-4145

Email: thompsonc@savannahstate.edu

Course Title: EDUC 3040 Classroom Management & Ethics

Office Hours: Monday- Friday 9:00am—11:00am

Class Time: TBA

Room: Morgan Hall – Room 109

Instructor's Education:

Ed.D. Nova Southeastern University, 2007

MEd Troy State University, 2003

B.S. Savannah State College, 1980

Catalog Course Description:

This course is designed to address the professional roles, expectations, dispositions, and collaborative relationships expected of professional educators and effective classroom management strategies to produce & maintain a conducive learning environment.

Course Overview:

In this course, students will be introduced to special considerations for implementing successful classroom management strategies in an effective learning environment. In this process, students will be introduced to preventative measures that can be used for stopping inappropriate behaviors from occurring as well as principles for dealing with inappropriate behaviors when they do occur. Students will be introduced to various management styles in real life classroom settings and will be able to critically analyze the effective or ineffective use of such strategies for specific circumstances, students, and teaching styles. In addition, students will be introduced to the educators' Code of Ethics for the state of Georgia and will consider how this code and school laws impact classroom management, decision-making, and teacher responsibilities for successful educators.

Semester Hours:

3 Credit Hours

Pre-requisites: None

Required Text & Internet Resource:

- Emmer, E. & Evertson, C. (2012) *Classroom Management for Middle & High Teachers* (9th Edition). New York: Pearson Publisher.
- Online Ethics Curriculum www.ethicsgames.com

Course Objectives

Student Learning Outcomes: Upon completion of this course, the student will be able to:

- 1) **Plan** the organization of a classroom illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials, etc.) that facilitates efficiency and effectiveness of access, use, maintenance, and storage of such resources.
- 2) **Design** the organization of the physical aspects of a classroom (furniture, areas, etc.) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature.
- 3) **Establish** classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment.
- 4) **Construct** the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc. within large blocks of time or for an entire day school day.
- 5) **Demonstrate** knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members.
- 6) **Analyze** a given classroom situation for legal, ethical and professional issues and concerns, by **applying** legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL and at-risk students.
- 7) **Observe, analyze and document** student behavior to match an appropriate intervention strategy to change behavior in a desired direction. This will also include the successful implementation of behavior management strategies for entire classes, small groups, and individual students along with development and maintenance of electronic data collection graphing and analysis.

Course Requirements

1) Participation (including readings, class discussions, related in-class activities, and written reflection responses):

Students are expected to arrive on time and stay for the duration of each class. Some portions of this course will demand that students participate in group discussions and activities. Students will be expected to contribute equally to such assignments, and to have completed individually assigned activities and readings in a timely fashion. Active participation is also expected during class discussion. At periodic intervals, open-ended *reflection questions*, or prompts, will be provided to students in class by the instructor. Students will respond to the questions in the form of typed *reflection entries* that will be posted on the course D2L Management site unless otherwise specified.

2) Mid-Term Classroom Management Project: Mid-term projects will consist of individual plans outlining how each student would manage their classroom as a professional educator. Each plan must address the physical arrangement of their classroom, rules, consequences/penalties, and procedures (particularly beginning, ending, and clean up routines). Mid-terms will be submitted as stapled or bound 8 ½ X 11 sheets of plan white paper. Narrative text should be typed.

3) Classroom Management Observations: The student is expected to visit and observe a public school teacher at scheduled intervals throughout the semester. Your instructor will discuss the schedule and arrangement of these visitations in class. The student is to observe the teacher dealing with classroom management issues. The student will be given specific actions and behaviors to observe during each visit. The student will keep a journal of the visit and will keep detailed notes regarding the visit and his/her observations. The notes from the visits will be used to write a 5-8 page typed paper that critically synthesizes what was learned about real-life classroom management practices in a classroom. Both the journal and the final paper will be submitted for evaluation.

4) Research Project: The student will choose a professional teacher association and research its stand on specific ethics issues and conduct a presentation to the class in an effort to learn about associations in place to help teachers with ethics questions/situations.

5) Brochure: The student will create a propaganda brochure related to ethics issues as a reminder for colleagues, parents, students, stakeholders of appropriate behavior.

6) Role-Playing & Panel Discussion: The student will use innovative/creative capabilities to choose an ethics issue that is wrong, role-play it, and then host a discussion of why it was wrong and how could have been prevented or made right.

7) Final Classroom Management Fair: Each student will create a display that show-cases their final revisions of their own classroom management plan. Each display must be presented on a tri-fold corrugated display presentation board to display visual references of the student proposed classroom rules, consequences/penalties, cues for classroom routines as well as a visual representation to display the student's ideal physical arrangement of a model classroom.

Grading Policy

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and Below

Evaluation:

ASSIGNMENT	Point Value Percent	Points Earned	Total
Participation	25		
Mid-Term	10		
Observation	10		
Research Project	10		
Brochure	10		
Role-Playing & Panel Discussion	10		
Final Classroom Management Fair	25		
Total	100		

Course Policies

1. All assignments must be professionally presented and documented according to APA style.
2. Because of the intensity of the course there is no provision for make-up work.
3. Students will adhere to Savannah to Savannah State University's Honor Code. Students committing acts of academic dishonesty is subject to disciplinary action.

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.

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.

Absence Policy

Class attendance is important for the benefit of students. Students should attend every class for which the student is scheduled and should be held responsible for all work covered in the courses taken. In each case, the instructor should decide when the class absence constitutes a danger to the student's scholastic attainment and should make this fact known to the student at once. A student whose irregular attendance causes him or her, in the judgment of the instructor, to become deficient scholastically, may run the risk of receiving a failing grade or receiving a lower grade than the student might have secured had the student been in regular attendance. Instructor will provide, within reason, opportunity to make up work for students who miss classes for other legitimate but unavoidable reasons. Legitimate, unavoidable reasons are those such as illness, injury, family emergency, or religious observance. If an evaluative event will be missed due to an unavoidable absence, the student should contact the instructor as soon as the unavoidable absence is known to discuss ways to make up the work. An instructor might not consider an unavoidable absence legitimate if the student does not contact the instructor before the evaluative event.

Students will be held responsible for using only legitimate, unavoidable reasons for requesting a make-up in the event of a missed class or evaluative event. Requests for missing class or an evaluative event due to reasons that are based on false claims may be considered violations of the policy on Academic Integrity.

Savannah State University Policies

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.

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.

Academic Dishonesty Policy

This policy is listed in the Student Handbook.

“Students are expected to demonstrate a high standard of academic honesty in all phases of academic work and college life. Academic dishonesty represents an attack on intellectual integrity without which there can be no true education. In taking tests and examinations, completing homework, project work, and writing papers, students are expected to perform honestly. Consequently, Savannah State has established the following policies for detected acts of academic dishonesty.

1. All cases of detected academic dishonesty will be reported by the faculty to the Vice President for Academic Affairs.
2. Plagiarism or cheating in any academic work will result in a recorded grade of "F" for that work.
3. A second offense during the course of a student's academic career at Savannah State will result in an "F" for the course in which the academic dishonesty has occurred. In addition, students who have committed

a second offense of academic dishonesty during their academic career at Savannah State will be placed on academic probation for a minimum of one semester.

4. A third incidence of academic dishonesty during a student's career at Savannah State will result in immediate dismissal from the University.”

American with Disabilities Act Statement/Special Services

Savannah State University is committed to providing reasonable accommodations to students with documented disabilities, as required under federal law. Disabilities may include learning disabilities, ADD, psychological disorders, brain injury, Autism spectrum disorders, serious chronic medical illnesses, mobility impairment, vision or hearing loss or temporary injuries. SSU also provides free, professional, confidential, individual and group counseling, homeless services and referrals. The Counseling and Disability Centers are located in King Frazier 233, 8a.m. - 5p.m. 912 358 3129. Another resource for mental health emergencies is the GA Crisis and Access Line, available 24 hours a day at 1-800-715-4225.

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.

STUDENT ACKNOWLEDGMENT for EDUC 3040

I _____ (print) acknowledge that I have read and downloaded the course syllabus. I understand the course structure, grading and attendance policies. I hereby agree to the syllabus and its provisions.

Student's e-mail address (print)

Signature

Date

You must submit this page to the instructor at the end of the first class session.