KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

<u>CURRICULUM TRANSMITTAL COVER PAGE</u>

Department:_____ **Date:**_____

Title Of Course/Degree/Concentration/Certificate:_____

<u>**Change(s) Initiated:**</u> **(Please check)**

☐ **Closing of Degree**
☐ **Closing of Certificate**
☐ **New Certificate Proposal**
☐ **New Degree Proposal**
☐ **New Course**
☐ **New 82 Course (Pilot Course)**
☐ **Deletion of Course(s)**

☐ **Change in Degree or Certificate**
☐ **Change in Degree: Adding Concentration**
☐ **Change in Degree: Deleting Concentration**
☐ **Change in Prerequisite, Corequisite, and/or Pre/Co-requisite**
☐ **Change in Course Designation**
☐ **Change in Course Description**
☐ **Change in Course Title, Number, Credits and/or Hours**
☐ **Change in Academic Policy**
☐ **Pathways Submission:**
    ☐ **Life and Physical Science**
    ☐ **Math and Quantitative Reasoning**
    ☐ **A. World Cultures and Global Issues**
    ☐ **B. U.S. Experience in its Diversity**
    ☐ **C. Creative Expression**
    ☐ **D. Individual and Society**
    ☐ **E. Scientific World**

☐ **Change in Program Learning Outcomes**
☐ **Other (please describe):**_____

<u>**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**</u>

<u>**DEPARTMENTAL ACTION**</u>

Action by Department and/or Departmental Committee, if required:

Date Approved:_____**Signature, Committee Chairperson:**_____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved:_____**Signature, Department Chairperson:**_____

Date Approved:_____**Signature, Department Chairperson:**_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____

New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate "**NONE**" where applicable. *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Science
Course Designation/Prefix:	EDC
***Course Number:**	6002
Course Title:	Creating Classroom Culture Through Successful Management
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	Students will analyze and evaluate research-based models of classroom organization and management through culturally-sustaining lenses. A practical Classroom Management Plan will be designed by students as an exit project for this course.
Prerequisite(s):	EDC 200
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	Education Studies majors Birth-2nd Grade and 1st- 6th Grade concentrations
Frequency course is to be offered (Select All that Apply)	Fall X Winter Spring X Summer
Suggested Class Limit:	25
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -***Hours are based on hours per week in a typical 12-week semester** (Please check **ONE** box based on credits):

1-credit: X 1 hour lecture   □ 2 hours lab/field/gym

2-credits:	□ 2 hours lecture
	□ 1 hour lecture, 2 hours lab/field
	□ 4 hours lab/field

3-credits:	□ 3 hours lecture
	□ 2 hours lecture, 2 hours lab/field
	□ 1 hour lecture, 4 hours lab/field
	□ 6 hours lab/field

4-credits:	□ 4 hours lecture
	□ 3 hours lecture, 2 hours lab/field
	□ 2 hours lecture, 4 hours lab/field
	□ 1 hour lecture, 6 hours lab/field
	□ 8 hours lab/field

More than 4-credits: □ Number of credits: _____ (explain mix lecture/lab below)

_____ Lecture   _____Lab

Explanation:_____

3. **Where** does this course fit? Select from the following:

X Degree Program(s)/Certificate(s)*	**List Degree Program(s)/Certificate(s):**
	1. Education Studies Birth-2nd Concentration (Specified Program Elective)
	2. Education Studies 1st-6th Grade Concentration (Specified Program Elective)
□ General Education/Pathways	**Select ONE of the following:**
	□ Life and Physical Science (LPS)
	□ Math and Quantitative Reasoning (MQR)
	□ World Cultures and Global Issues (Group A)
	□ U.S. Experience in its Diversity (Group B)
	□ Creative Expression (Group C)
	□ Individual and Society (Group D)
	□ Scientific World (Group E)

□ **82XX** Pilot/Experimental Course	**If proposed as a "real" course, where will this course fit?** Select from the following: **List Degree Program(s)/Certificate(s):** 1. 2. **Select ONE of the following:**
	□ Life and Physical Science (LPS) □ Math and Quantitative Reasoning (MQR) □ World Cultures and Global Issues (Group A) □ U.S. Experience in its Diversity (Group B) □ Creative Expression (Group C) □ Individual and Society (Group D) □ Scientific World (Group E)

*If Degree Program/Certificate is Selected:

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions __Required__:
1. Curriculum Transmittal Cover Page indicating a "Change in Degree or Certificate"
2. Memo with rationale for inclusion of the course within the curriculum
3. "Current" Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. "Proposed" Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:
- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).

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- Pilot/Experimental/82XX courses <u>CANNOT</u> be submitted for Pathways until they are submitted as a "**real**" course.

Additional Separate Submissions <u>Required</u>:
1. Curriculum Transmittal Cover Page indicating BOTH "New Course" and "Pathways"
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing "**action verbs**" (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.
2. Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.
3. Students will create a developmentally-appropriate Classroom Management Plan for establishing an organized and nurturing classroom learning community during the first weeks of school.
4. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully and respectfully in class discussions (small and large group formats).

5. **Assessment of Course Learning Outcomes**: The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabu**s – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.	-Design a classroom layout that is conducive to fostering the children's cognitive, psychological, and social development -Create Reading Responses to article/blog reviews -Field Reflection -Formulate working list of key indicators of an effective environment based on Examination of edTPA Learning Environment rubrics and Danielson *Framework for Teaching* rubrics in The Classroom Environment -In-class discussions that reference readings and resources

2. Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.	-Awareness of cultural diversity evidenced in Classroom Management Plan -Materials Proposal - In-class discussions that reference readings and resources
3. Students will create a developmentally-appropriate Classroom Management Plan for establishing an organized and nurturing classroom learning	-Create a Classroom Management Plan consisting of an action plan for maximizing instructional time and fostering respectful interactions by establishing positive expectations, routines, procedures, transitions
community during the first weeks of school.	-Weekly readings -In-class discussions that reference readings and resources
4. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully and respectfully in class discussions (small and large group formats).	-Presentations of Classroom layout and Classroom Management Plan -Small group work -In-class discussions that reference readings and resources

Assignment	Percentage of Grade
Reading Responses (individual)	15%
Classroom layout (group)	15%
Field Reflection (individual)	10%
Materials proposal (group)	10%
Classroom Management Plan (group & individual)	30%
Participation and Preparedness (individual)	20%

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

> Students enrolled in the Education Studies major, Birth-2nd Grade will be offered this course as part of their Specified Program Electives.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course's role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR),

Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

Effective classroom management stems from the development of classroom culture and relationships. This course addresses a practical skill set that is often overlooked in Teacher Preparation Programs, including KCC's Education Program. Students enrolled in this course will emerge with the knowledge base and concrete set of materials needed to foster safe, culturally-responsive, and productive learning environments for young children.

This course helps students meet the following **Program Learning Outcomes**:	**Course Learning Objectives**
1) **Analyze and compare various theories of teaching, learning, and cognitive development.**	#1 Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.
2) **Analyze the social, economic, political, and cultural issues that impact families and schooling.**	#2 Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.
3) **Utilize critical thinking and analysis when speaking, listening, reading, and writing**.	#4 Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully and respectfully in class discussions (small and large group formats).
5) **Utilize developmentally appropriate, student-centered methods and materials.**	#3 Students will create a developmentally-appropriate Classroom Management Plan for establishing an organized and nurturing classroom learning community during the first weeks of school.
6) **Incorporate elements of critical teaching with an appreciation for diversity and inclusion.**	#2 Students will demonstrate sensitivity to the cultural diversity in classrooms by designing a caring classroom environment that fosters academic achievement, reflects respect for all, and honors the diverse backgrounds of children and their families.
7) **Formulate a philosophy of education incorporating theory and practice.**	#1 Students will analyze and evaluate research-based models of effective classroom organization of the physical and learning environments, critiquing their effectiveness.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

As a Specified Program Elective, this course does not meet a specific requirement at a 4-year institution. Rather, students in the Education Studies major are required to take 3-12 electives in order to meet their graduation requirements. This course can allow students to fulfill those elective requirements while also gaining valuable career-related knowledge and skills.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

Classroom management techniques are briefly touched upon in other Education courses (fieldwork courses, PSY 3000). However, this course will focus entirely on research-based management strategies that will support students in managing classrooms during fieldwork and in future student teaching and in-service work.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Readings

Bricker, M. L., & Jones, S. A. (2020). Informed and equipped: 7 ways to build your trauma-responsive classroom. *New Teacher Advocate*, 2–3.

Fisher, D., & Frey, N. (2020). No instructional minute wasted: To avoid wasting learning time, the best teachers do three things differently. *Educational Leadership*, *77*(9), 56–60.

Gruenert, S. (2008). School culture, school climate: They are not the same thing. *Principal*, *87*(4), 56–59.
Hill, K. (2020). Honoring all their languages. *Educational Leadership*, *78*(3), 66–72.

Jones, S. M., Bailey, R., Brion-Meisels, G., & Partee, A. (2016). Choosing to be positive. *Educational Leadership*, *74*(1), 63–68

Laverick, V. (2020). 7 tips for surviving your first year of teaching when you don't know what it will look like. *New Teacher Advocate*, *28*(1), 2–3.
Simmons, C. (2019). THE REAL DEAL ON Classroom management FOR NEW TEACHERS. *Educational Leadership*, *77*(1), 42–48.

Readings via websites/blogs https://www.edutopia.org/article/8-proactive-classroom-management-tips

https://www.kdp.org/blogs/community-manager/2022/01/13/school-climate-and-culture-the-importance-of-pos it

https://blog.schoolspecialty.com/creating-a-caring-community-of-learners-to-support-social-and-emotional-lea rning/ https://blog.schoolspecialty.com/creating-an-effective-early-childhood-classroom-layout/
https://blog.schoolspecialty.com/six-tips-for-creating-effective-early-learning-classrooms/
https://blog.schoolspecialty.com/how-classroom-design-can-support-or-hinder-student-collaboration/
https://blog.schoolspecialty.com/does-your-classroom-design-support-or-suppress-student-engagement/
https://sharemylesson.com/blog/just-right-classroom-rules-can-create-positive-learning-environment

Required
Materials

3-ring
binder

Recommended
Materials

Markers,
pens/pencils

Supplemental Materials:

edTPA Handbook resources for Rubric 6: The Learning Environment
https://edtpa.org

Lives in the Balance
https://livesinthebalance.org

Effective Environments in Pre-K through 3rd Grade: Building a Strong Foundation for the New York State Learning Standards
http://www.nysecac.org/application/files/2815/8223/2332/DAP3_environmentSixPage112719Web.pdf

Creating a Positive Climate to Support Social and Emotional Learning in Prekindergarten through3rd Grade: Supporting a Strong Foundation for the New York State Learning Standards
http://www.nysecac.org/application/files/7015/8223/2331/DAP7b_behaviorTwelvePage112719Web.pdf

Danielson, Charlotte: The Framework for Teaching Evaluation Instrument, 2013 Instructionally Focused Edition   https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/danielson-teacher-rubric-2013-instructionallyfocused.pdf

Citywide Behavioral Expectations to Support Student Learning Grades K–5 [NYC DOE Student Bill of Rights and Discipline Code] https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-kindergarten-grade -5-english

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

EDC 4200: Creating Classroom Culture Through Successful Management
Common Syllabus

Week	Topic	Readings/Supplemental Resources	Assignments
Module 1 Weeks 1-3	The Well-Managed Classroom— Elements of a Positive and Welcoming Climate and Culture	Gruenert, Harrison, Hill KDP blog	Reading Response
		Danielson, edTPA, nysecac	Working list of key indicators
Module 2 Weeks 4-6	The Classroom Layout	School Specialty blogs	Blog reviews Classroom layout Materials Proposal
	Classroom Procedures and Building Consistency in the Classroom	Bricker, Fisher & Frey, Laverick, Simmons Edutopia blog	Reading Response Classroom Management Plan
Module 3 Weeks 7-9	Classroom Procedures and Building Consistency in the Classroom	Wong & Wong Classroom "Field" Observation	Classroom Management Plan Field Reflection
	The Behavior Management Plan	Jones et al., Lives in the Balance Share My Lesson blog NYC DOE Citywide Behavioral Expectations to Support Student Learning Grades K–5 [Student Bill of Rights and Discipline Code]	Reading Response Behavior Management Plan section of Classroom Management Plan
Module 4 Weeks 10-12	Day 1: Before, During and After	Wong & Wong	First Day section of the Classroom Management Plan (preparing for the 1st day, script, procedures)

	Communicating the Class Management Plan at the Job Interview		Presentation of Classroom Management Plans [binders]

Sample Assignments

1. Classroom Management Plan
   The plan will draw upon students' knowledge of child development and best practices. It will include sections on Class Procedures, First Day Activities, First Day of School Script, List of 10 Things to Remember Every Day, Welcome Back Letters to Students/Families, and Classroom Behavior Management Plan for Student Success.

2. Reading Responses
   Responses to readings will consist of an organized and thoughtful reaction to what was read. They will include a summary of the main points and key terms or concepts from the readings as well as any connections, questions, or meaning that were prompted by what was read.

3. Field Reflections
   After viewing a video of classroom instruction, students will compose a written reflection identifying classroom management procedures/strategies evident in the classroom. They will also reflect upon what impact the integration of those procedures/strategies had on the quality of instruction the students received and offer suggestions of ways they would include or expand upon what they observed in their own classrooms.

12. Selected Bibliography and Source Materials:

Wong, H.K. & Wong, R.T. (2018) *The first days of school: How to be an effective teacher.* Harry K. Wong Publications.