

MURRAY STATE UNIVERSITY

Course Syllabus Outline

DEPARTMENT: Special Education
COURSE NUMBER: SED 540

CREDIT HOURS: 3

I. TITLE

Procedures for Classroom Management and Discipline

II. CATALOG DESCRIPTION:

The content of this course provides educators with the information and skills needed to increase their knowledge of advanced methods, models, and techniques of classroom management procedures.

III. PURPOSE:

The course is designed to provide current research-based methods of several behavior management techniques that will allow teachers to choose the method that works best for their classroom.

IV. COURSE OBJECTIVES:

The educator outcomes for the course are to (Numbers in parenthesis reflect KY Experienced Teachers Standards; Numbers in brackets reflect KY New Teacher Standards):

- A. Articulate his/her personal philosophy of classroom management. (2,3) [8, 1]
- B. State regulatory and ethical standards that govern management of challenging behavior. (2,3) [8,1]
- C. Analyze challenging behaviors and motivational issues in order to develop effective intervention strategies. (2,3) [8, 1]
- D. Demonstrate knowledge of the models of behavior. (2) [8]
- E. Demonstrate knowledge of the repertoire of intervention strategies that may become part of a comprehensive intervention plan, and approaches designed to select the most appropriate strategy for a given situation. (2) [8]
- F. Demonstrate knowledge of strategies that shift the management of behavior from an adult to the student. (2) [8]
- G. Demonstrate knowledge of the repertoire of intervention strategies to suppress and handle school-wide violence. (2) [8]
- H. Demonstrate skills used in nonviolent conflict resolution. (4) [2]
- I. Create a classroom behavior policy. (3,4,5) [1,2,3]
- J. Structure classroom environment for optimum learning. (4) [2]

V. CONTENT OUTLINE:

- A. Models of Behavior
- B. Classroom Behavior Policies
- C. Homework Policies
- D. Time Management
- E. Scheduling
- F. Cognitive Behavior Modification
- G. Positive Self Talk
- H. Conflict Management
- I. Active Student Response
- J. Anger Control Training
- K. Non-Violent Crisis Intervention
- L. Bully Free Classroom
- M. Home/School communication pertaining to student behavior
- N. Physical environment and movement patterns
- O. Developmentally appropriate expectations

VI. INSTRUCTIONAL ACTIVITIES:

Instructional activities are to be specified by the instructor.

Sample: Activities will include quizzes, tests, research, group presentations, videos, role-play and simulations. Students will create a portfolio entry that outlines a classroom management plan.

Graduate students will be required to complete activities as determined by the instructor. Additional activities may include but are not limited to additional reading, research, service learning project, etc.

Sample: Graduate students will be assigned a behavior management system and will present a research paper documenting the effectiveness that system.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Fifteen hours field experience required for graduate students.

VIII. RESOURCES: None

IX. GRADUATE LEVEL REQUIREMENTS:

Student must be admitted to graduate program and complete graduate student additional activities successfully to receive graduate credit for this course.

X. GRADING PROCEDURES:

Letter grades are awarded based on the activities chosen by each instructor. Activities will be given points and the total point system will be based on the department of Special Education standard grading scale. Graduate students' grades will include the additional activities required. The following departmental grading scale will be used to compute the final grade.

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

E = below 59%

Any grade of "I" (Incomplete) must be discussed with the course instructor prior to final examination week of the current semester, and may result in the lowering of the earned grade credit by one letter.

XI. ATTENDANCE POLICY:

This course adheres to the policy published in the current MSU Graduate Bulletin.

XII. ACADEMIC HONESTY POLICY:

Cheating, plagiarism (submitting another person's materials as one's own), or doing work for another person, which will receive academic credit, are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. This course adheres to the policy published in the current MSU Graduate Bulletin.

XIII. TEXTS AND SUPPLEMENTAL READINGS:

Sprick, R., Garrison, M., & Howard, L. (1998). CHAMPs: A proactive and positive approach to classroom management. Longmont, CO: Sopris West.

Wong, H. K., & Wong, R. T. (1998). How to Be an Effective Teacher the First Days of School. Mountain View, CA: Harry K. Wong Publications.

Supplementary Materials:

Alberto, P.A. & Troutman, A. C. (1995). Applied behavior analysis for teachers (4th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall

Bambara, L. & Knoster, T. (1996). Guidelines on effective behavioral support. Pennsylvania Department of Education, Bureau of Special Education.

Cangelosi, J. S. (1993). Classroom management strategies: Gaining and maintaining students' cooperation (2nd ed.). New York: Longman Publishing.

DiGiulio, R. (2000). Positive Classroom Management (2nd ed.). California: Corwin Press, Inc.

Emmer, E. T., Everson, C. & Worsham, M. E. (2000). Classroom Management for secondary teachers (5th ed.). Needham Heights, MA: Allyn & Bacon.

Levin, J. & Nolan, J. F. (2000). Principles of classroom management: A professional decision-making model. Boston: Allyn and Bacon

Sprick, R. S. & Howard, L. M (1998). The teacher's encyclopedia of behavior management: 100 problems/500 plans. Longmont, CO: Sopris West.

Other readings as assigned by the instructor.

XIV. PREREQUISITES: None

Revised Spring 2004