Miami Dade College

Course Competencies Template - Form 112

GENERAL INFORMATION	
Name: Dr. S. Neimand/ M. Victoria Florit	Phone #: 76152/ 76188
Course Prefix/Number: EDG 2413	Course Title: Effective Classroom Management for Temporary Instructors
Number of Credits: 1 (one)	

Degree Type	☐ B.A. ☐ B.S. ☐ B.A.S ☒ A.A. ☒ A.S. ☐ A.A.S. ☐ C.C.C. ☐ A.T.C. ☐ V.C.C

Date Submitted/Revised: 08/01/08	Effective Year/Term: 2008-1

☒ New Course Competency   ☐ Revised Course Competency

Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): ☐ Yes   ☒ No

The above course links to the following Learning Outcomes:

☒ Communication   ☒ Social Responsibility
☐ Numbers / Data   ☒ Ethical Issues
☒ Critical thinking   ☐ Computer / Technology Usage
☐ Information Literacy   ☐ Aesthetic / Creative Activities
☐ Cultural / Global Perspective   ☒ Environmental Responsibility

Course Description (limit to 50 words or less, **must correspond with course description on Form 102**):

This one credit course is intended to extend the basic classroom management techniques for Temporary Instructors introduced in EDG 2311. Students will learn how to implement effective classroom rules, natural and logical consequences, positive and negative reinforces, motivation to learn, teacher "wittiness," bell-to-bell instruction, effective grouping, and handling of severe discipline problems.

Prerequisite(s): EDG 2311	Corequisite(s):

Course Competencies: (for further instruction/guidelines go to: http://www.mdc.edu/asa/curriculum.asp)

Competency 1: The student will explain the four Principles of Human Behavior by:

1. Identifying positive and negative examples of each Principle.

Competency 2: The student will summarize basic behavior management skills by:

1. Listing and teaching classroom expectations.
2. Developing and teaching procedural expectations.
3. Listing key steps in an instructional activity, and developing a script for teaching students to follow directions efficiently.
4. Identifying the effective use of reinforcing appropriate behavior when the majority of the class is behaving well, and when the majority is not behaving well.
5. Identifying the effective use of restating expectations.
6. Identifying the effective use of restating the facts.

Competency 3: The student will develop appropriate teaching strategies to get and keep students on task by:

1. Identifying the teacher techniques involved with the skill.
2. Prioritizing the technique that works most effectively.

Revision Date: _____

Approved By Academic Dean Date: _____   Reviewed By Director of Academic Programs Date: _____

3. Writing and role-playing a scenario presenting an effective solution.
4. Compiling a list of "best practices" based on this skill.

Competency 4: The student will devise high positive teacher-to-student interactions and risk-free student response opportunities by:

1. Identifying the teacher techniques involved with the skill.
2. Prioritizing the technique that works most effectively.
3. Writing and role-playing a scenario presenting an effective solution.
4. Compiling a list of "best practices" based on this skill.

Competency 5: The student will use effective teaching techniques by:

1. Identifying the teacher techniques involved with the skill.
2. Prioritizing the technique that works most effectively.
3. Writing and role-play a scenario presenting an effective solution.
4. Compiling a list of "best practices" based on this skill.

Competency 6: The student will use non-coercively management techniques by:

1. Identifying the teacher techniques involved with the skill.
2. Prioritizing the technique that works most effectively.
3. Writing and role-play a scenario presenting an effective solution.
4. Compiling a list of "best practices" based on this skill.

Competency 7: The student will demonstrate the ability to avoid being "trapped" by:

1. Identifying the teacher techniques involved with the skill.
2. Prioritizing the technique that works most effectively.
3. Writing and role-play a scenario presenting an effective solution.
4. Compiling a list of "best practices" based on this skill.

Competency 8: The student will solve challenging classroom management scenarios by:

1. Identifying two choices of effective strategies for each.
2. Scripting teacher language for each choice.
3. Role-playing each scenario.

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