



Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EDG 3411	Course Title: Classroom Management for Regular and Exceptional Students		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/13/08	Effective Year/Term: 20081		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes:  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication  <input type="checkbox"/> Numbers / Data  <input checked="" type="checkbox"/> Critical thinking  <input type="checkbox"/> Information Literacy  <input checked="" type="checkbox"/> Cultural / Global Perspective               </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility  <input checked="" type="checkbox"/> Ethical Issues  <input checked="" type="checkbox"/> Computer / Technology Usage  <input type="checkbox"/> Aesthetic / Creative Activities  <input type="checkbox"/> Environmental Responsibility               </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, <b>must correspond with course description on Form 102</b> ):  This course provides basic skill sets, knowledge base, and strategies for creating a learning environment that encourages positive interaction and effective communication. Students will learn about ethics, attitudes, values, and behavior intervention strategies for communicating with educational stakeholders. Fifteen hours of field experience are required.			
Prerequisite(s): EDG 3321	Corequisite(s)		

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

Competency #1: The student will acquire general knowledge of classroom management, behavior management systems, appropriate disciplinary interventions, referral procedures pertaining to classroom/behavioral management by:

1. Defining a definition of classroom management.
2. Examining the teacher's role as the classroom manager.
3. Defining accountability as it relates to students.
4. Exploring, comparing and contrasting selected group management models.
5. Examining effective behavior management systems for the classroom.
6. Examining appropriate intervention and referral procedures for students experiencing difficulties.
7. Comparing and contrasting service delivery options for students.
8. Relating school organization to classroom management.

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Approved By Academic Dean Date: \_\_\_\_\_      Reviewed By Director of Academic Programs Date: \_\_\_\_\_

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Competency #2: The student will use effective teaching elements as they apply to classroom management by:

1. Identifying appropriate student – teacher communication techniques.
2. Organizing a structured environment.
3. Discussing the demands of learning environments. (CC5K1)
4. Recognizing the theories of reinforcement techniques in serving individuals with disabilities. (GC1K9)
5. Using a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
6. Designing daily routines in the classroom for all students. (CC5S12, GC5S6))
7. Establishing high expectations for students.
8. Integrating academic instruction and behavior management for individuals and groups with disabilities. (GC7K1)

Competency #3: The student will plan and implement appropriate classroom management methods by:

1. Identifying self-discipline as the ultimate goal for the individual. (CC4S4)
2. Examining the components of an effective behavior management system for the classroom, i.e., rules, procedures, preventions, and interventions.
3. Identifying and applying techniques of effective classroom management to teaching and learning. (CC5K3, CC5S10))
4. Identifying environmental influences on behavior and using these to create a positive environment during field experience hours.
5. Identifying social/behavioral patterns from systematic observation, e.g., anecdotal records and other data sources.
6. Planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)
7. Developing a plan for students' progression from teacher-directed to self-directed activity.
8. Recognizing the importance of teaching skills in problem-solving and conflict resolution. (GC5S5)
9. Discussing strategies to teach individuals with disabilities to give and receive meaningful feedback from peers and adults. (GC5S4)
10. Recognizing strategies for modifying the learning environment to manage behaviors. (CC5S5)
11. Identifying ESOL-specific classroom management techniques for a multi-level class. (ESOL 24.2)

Competency #4: The student will demonstrate knowledge of social skills curriculum and instruction by:

1. Identifying appropriate social skills for individuals and groups based on theory, observation, and student information. (CC5K5)
2. Recognizing social skills needed for educational and other environments. (CC5K5)
3. Identifying and selecting relevant curriculum resources and materials.
4. Evaluating student progress in gaining social skills.
5. Selecting appropriate remedial interventions in response to individual students needs.
6. Identifying realistic expectations for personal and social behavior in various settings. (CC5S2)
7. Planning and evaluating instructional programs that enhance social participation across environments. (GC7S8)
8. Formulating a plan of instructional strategies and interventions for the acquisition and reinforcement of desired social skills.
9. Discussing strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (CC5K7)

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Competency #5: The student will collaborate and consult with others by:

1. Planning, establishing, and maintaining rapport with individuals with and without exceptional learning needs. (CC5S7)
2. Identifying effective methods of consultation and collaboration with administrators, classroom teachers, parents, students, and other professionals.
3. Synthesizing and applying information provided by other sources, e.g., families, outside agencies, and other professionals.
4. Evaluating the roles and responsibilities of effective team members.
5. Describing and modeling effective communication strategies.
6. Recognizing strategies for crisis prevention and intervention and appropriate intervention and referral procedures. (CC5K6)

Competency #6: The student will demonstrate knowledge of the ethical and legal issues facing educators in the area of classroom and behavior management by:

1. Identifying ethical behavior in advocating for appropriate services. (CC9S2)
2. Comparing and contrasting ethics and the law and explaining the proper province of each. (CC9S4)
3. Recognizing the importance of upholding high standards of competence and integrity and exercising sound judgment in the practice of the profession. (CC9S2)
4. Identifying and discussing examples of typical ethical problems commonly faced by teachers and exploring various ways of resolving them.
5. Defining due process, liability, assault, and battery as they relate to teaching.
6. Defining the right of teacher regarding free speech, individual sexual orientation, and individual lifestyles.
7. Defining the standards and citing examples in current events of adherence to codes of ethics and other standards and policies of the teaching profession. (CC9S1, FEAP )6
8. Explaining the laws and policies governing the practice of behavior management relative to students with disabilities.

Competency #7: The student will demonstrate an understanding of the connection among planning instructional activities and using developmental/learning theories, and other student information by:

1. Examining the historical perspectives of human development.
2. Exploring, discussing, and describing the major aspects of sensory/perceptual motor integration during early childhood and school age years.
3. Analyzing the strengths and weaknesses of various theories of cognitive development, behaviorism, constructivism, psychosocial, ethological, and maturational development, and evaluating their relevance in today's classroom.
4. Explaining the basic classroom management theories and strategies for individuals with exceptional learning needs. (CC5K2)
5. Identifying fundamental classroom management principles associated with recognized theorists such as, but not limited to, Kounin, Jones, Ginott, Glasser, Dreikurs, and Canter.
6. Discussing models and theories of deviance and behavior problems. (GC1K2)
7. Recognizing teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC5K4)

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