

GENERAL INFORMATION	
Course Prefix/Number: EDG3443	Course Title: <b>Classroom and Behavior Management</b>
Number of Credits: 3 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" 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: 4/2/12	Effective Year/Term: 2012-1
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less):  The student will learn behavior management and intervention principles to create a learning environment for general and exceptional students that encourages positive interaction and effective communication. The student will learn strategies for observing, assessing, and modifying behavior, communicating with stakeholders, and structuring discipline. Fifteen hours of clinical experience are required. Special Fee. ( 3 hr. lecture )	
Prerequisite(s): EDG3321	Corequisite(s):

**Competencies:**
**Competency 1:**

The student will identify the connection between planning instructional activities and using developmental/learning theories and other student information by:

1. Identifying fundamental classroom management principles associated with recognized theorists such as, but not limited to, Kounin, Jones, Ginott, Glasser, Dreikurs, and Canter.
2. Explaining the basic classroom management theories and strategies for individuals with exceptional learning needs.

**Competency 2:**

The student will identify effective teaching elements as they apply to classroom management by:

1. Describing the various concepts and models of positive behavior management.
2. Identifying the theory of reinforcement techniques in serving individuals with disabilities.
3. Identifying non-verbal communication strategies that promote student action and performance.
4. Recognizing a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
5. Identifying a repertoire of techniques for establishing smooth, efficient, well-paced routines.
6. Identifying strategies to involve students in establishing rules and standards for behavior.
7. Identifying emergency procedures for student and campus safety.
8. Designing daily routines in the classroom for all students.

**Competency 3:**

The student will plan appropriate classroom management by:

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1. Recognizing the various concepts and models of positive behavior management.
2. Evaluating the appropriateness of the physical environment for facilitating student learning and promoting safety.
3. Identifying data collection strategies for assessing student behavior.
4. Assessing student behavior using appropriate data collection strategies.
5. Analyzing individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
6. Planning individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
7. Recognizing the importance of teaching skills in problem-solving and conflict resolution.

**Competency 4:**

The student will recognize the ethical and legal issues facing educators in the area of classroom and behavior management by:

1. Analyzing the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Applying the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.
3. Identifying the statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.
4. Identifying student behavior indicating possible emotional distress, substance abuse, abuse, neglect, and suicidal tendencies and the rights, legal responsibilities, and procedures for reporting.
5. Identifying school, community, and collaborative resources to meet the intellectual, personal, and social needs of all students.
6. Applying knowledge of the contents and the procedures for maintaining permanent student records.
7. Explaining the laws and policies governing the practice of behavior management relative to students with disabilities.

**Competency 5:**

The student will demonstrate research based instruction by:

1. Organizing, allocating, and managing the resources of time, space, and attention.
2. Managing individual and class behaviors through a well-planned management system.
3. Conveying high expectations to all students.
4. Adapting the learning environment to accommodate the differing needs and diversity of students.

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