

**MURRAY STATE UNIVERSITY
COURSE SYLLABUS**

Revised Spring 2012

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED

COURSE NUMBER: 406

CREDIT HOURS: 3

I. TITLE:

Procedures for Classroom Management and Discipline

II. COURSE DESCRIPTION AND PREREQUISITE(S):

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. Field hours are required.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. articulate his/her personal philosophy of classroom management (KTS #3, 4),
- B. state regulatory and ethical standards that govern management of challenging behavior (KTS #3, 4; CHETL #5),
- C. analyze challenging behaviors and motivational issues in order to develop effective intervention strategies (KTS #3, 4; CHETL #5),
- D. demonstrate knowledge of the models of behavior (KTS #3; CHETL #5),
- 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 (KTS #3; CHETL #3),
- F. demonstrate knowledge of strategies that shift the management of behavior from an adult to the student (KTS #3; CHETL #4),
- G. demonstrate knowledge of the repertoire of intervention strategies to suppress and handle school-wide violence (KTS #3; CHETL #5),
- H. demonstrate skills used in nonviolent conflict resolution (KTS #5),
- I. create a classroom behavior policy (KTS #4, 5, 7; CHETL #1),
- J. structure classroom environment for optimum learning (KTS #5; CHETL #1), and
- K. write professionally for the field of special education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on is addressed in this course by requiring students to reflect on different styles of classroom management and what will work best for them

The EPSB Themes of Diversity and Assessment are addressed in this course. Students learn many ways to structure a classroom to establish an environment that is conducive to learning.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. 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
- P. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Activities will include research, group presentations, videos, role-play and simulations.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Sprick, R. (2009). *CHAMPs: A proactive and positive approach to classroom management*. 2nd ed. Eugene, OR: Pacific Northwest Publishing.

LiveText

References:

DiGiulio, R. (2000). *Positive classroom management*. 2nd ed. California: Corwin Press, Inc.

Emmer, E. T., Evertson, 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.

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

Computer Labs and Resource Library

VIII. EVALUATION AND GRADING PROCEDURES:

Students will create a portfolio entry that outlines a classroom management plan.

Lesson Plans	100 points
Notebook of class activities	300 points
Instruction and Transition Sheets	100 points
Tool Presentation	80 points
Classroom observations	200 points
Article Review Paper	150 points
Participation	120 points

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 following grading scale.

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

E = 0 - 59%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR**

DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.