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/inservice 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:
Each graduate student must conduct at least 15 hours of classroom observation (a minimum of 5 hours in each of 3 different classrooms) in an inclusion or collaborative setting, a special education resource, and a special ed self-contained environment. See instructor for additional requirements.

VII. TEXT(S) AND RESOURCES:
LiveText
References:
VIII. EVALUATION AND GRADING PROCEDURES:
Students will create a portfolio entry that outlines a classroom management plan.
Lesson Plans 100 points (Live Text Assignment)
Notebook of class activities 300 points (Live Text Assignment)
Instruction and Transition Sheets 100 points
Tool Presentation 80 points
Article Review Paper 150 points

Letter grades are awarded based on the assignments chosen by each instructor. Assignments will be given points and the total point system will be based on the following grading scale. **Acceptance of late assignments is at the discretion of the instructor.**
A = 100-93%
B = 92-86%
C = 85-79%
D = 78-72%
E = Below 71%

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 the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).