Administrative Unit: Education Department

Course Prefix and Number: EDUC 311

Course Title: Classroom and Behavior Management Techniques

Number of Credit Hours: 3

Lecture Hours: 3  Laboratory Hours: 0

Catalog Description: The study of managing classroom environments and the behavior of students. Students analyze classroom variables related to organization and control, and evaluate theories to produce a management system applicable to educational settings. Prerequisites: EDUC 101, 300 and admission to the Teacher Certification Program. Offered Fall semester.

Prerequisite(s)/Corequisite(s): EDUC 101, 300 and admission to the Teacher Certification Program.

DESE Quality Indicators Targeted: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11

Text(s): Textbooks listed are not necessarily the textbooks used in the course.


Course Objectives:

- To demonstrate understanding of the major theories, models, principles, concepts, and methods of classroom management and behavior. QI: 2, 6, 7, 8, 9
- To demonstrate understanding of the theories, models and methods when given practical situations in which they might be used. QI: 5, 6, 7, 8
- To demonstrate understanding of the appropriateness of various theories and models for specific learning/teaching situations and for students with specific exceptionalities, behaviors, ethnic and cultural identities, learning styles and needs, and gender differences. QI: 2, 6, 7
- To understand and evaluate personal behavior, various learning environments, and the interaction between them, using a variety of methods, sources and instruments. QI: 7, 8, 9, 10
To produce a notebook that contains resources appropriate for effective personal management and management of the teacher/learner environment and behavior. QI: 3, 6, 8, 10

To provide a management and behavior philosophy that has a strong theoretical and practical base and is congruent with their philosophical orientation and established principles of learning and development. QI: 2, 3

To produce a classroom management and behavior plan that reflects their management and behavior philosophy and is supported by an established theory base. QI: 2, 4, 6, 8, 10

Measurable Learning Outcomes:

- Apply the major theories, models, principles, concepts, and methods of classroom management and behavior to various case studies.
- Apply the theories, models and methods when given practical situations in which they might be used.
- Evaluate appropriateness of various theories and models for specific learning/teaching situations and for students with specific exceptionalities, behavior, ethnic and cultural identities, learning styles and needs, and gender differences.
- Analyze their own behavior, various learning environments, and the interaction between both, using a variety of methods, sources, and instruments.
- Develop a notebook that contains resources appropriate for effective personal management and management of the teacher/learner environment and behavior.
- Develop a management and behavior philosophy that has a strong theoretical and practical base and is congruent with their philosophical orientation and established principles of learning and development.
- Develop a classroom management and behavior plan that reflects their management philosophy and is supported by an established theory base.

Topical Outline (major areas of coverage):

- Theories/Management Systems of:
  - Redl and Wattenburg
  - Driekurs
  - Kounin
  - Canter
  - Jones
  - Fay
  - Albert
  - Glasser
  - Kohn
  - Charles
  - Bentley
  - PBS/PBIS
  - BIST
Management in the areas of:
- Classroom communication
- Philosophical and psychological environment
- Special problems and people
- Classroom environment – physical and climate
- Classroom procedures, routines, and records
- Data collection and decision making
- implementing an effective plan

Philosophy of classroom management and discipline

Recommended maximum class size for this course: **25**

Library Resources:
Online databases are available at [http://www.ccis.edu/offices/library/resources.asp](http://www.ccis.edu/offices/library/resources.asp). You may access them from off-campus using your services login and password when prompted.

Prepared by:  James F. Kern, Ph.D.

Name ______________________________________________________________________
Signature

Date: December 27, 2004

**NOTE**: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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