

## Course Number and Title: EDC 211 Classroom Management

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2022-51

**Prerequisite:**

ENG 101, EDC 150, (EDC 125 or PSY 126)

**Co-Requisites:**

none

**Course Credits and Hours:**

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

The course explores behavior management theories with an emphasis on a child-centered approach. Proactive strategies for a positive learning environment are emphasized. The strategies highlight behavior management, diversity and multicultural factors, mainstreaming, and classroom organization.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

Selected readings supplied by the instructor.

**Schedule Type:**

Classroom Course

Hybrid Course

**Disclaimer:**

This course requires 10 hours of observation at a school designated by the department. Students must provide their own transportation to and from placement sites.

**Core Course Performance Objectives (CCPOs):**

1. Evaluate various behavior management theories used in the classroom. (CCC 2, 5; PGC 2, 4, 5)
2. Examine the relationship between the appropriate classroom management practice and student behavior. (CCC 1, 5; PGC 2, 5)
3. Create a classroom setting with a positive learning environment for students. (CCC 1, 4, 5; PGC 2, 4)
4. Analyze the laws and regulations related to classroom management. (CCC 1, 2, 4, 5; PGC 1, 2, 4, 6)
5. Summarize positive behavioral supports. (CCC 1, 5; PGC 2, 6)
6. Use effective oral and written communication in working with students, parents, and school personnel. (CCC 1, 2, 3, 4; PGC 2, 5, 6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Evaluate various behavior management theories used in the classroom.
  1. Compare and contrast behavior management theories, such as Dreikur's Social Discipline Model, Glaser's Reality Therapy (Choice Therapy), Jones' Positive Discipline Model, Canters' Assertive Discipline Model, Curwin & Mendler's Discipline with Dignity Model, and Dobson's Love and Punishment Model.
  2. Explain the key components of a behavior management plan.
  3. Describe the various roles each person plays according to transactional analysis.
  4. Summarize the key concepts of conflict resolution skills.
  5. Explain the concept of mainstreaming as it relates to behavior management models.
2. Examine the relationship between the appropriate classroom management practices and student behavior.
  1. Describe the components of a well-organized classroom.
  2. Compare the relationship between appropriate classroom management practices and student behavior.
  3. Describe the essential components of functional behavior analysis.
  4. Contrast reactive to proactive classroom management techniques.
  5. Evaluate the physical environments of a classroom and the impact on student behavior.
3. Create a classroom setting with a positive learning environment for students.
  1. Identify factors of diversity and/or culture that influence a positive learning environment.
  2. Explain how to build a community of learners.
  3. Explain how cooperative learning and conflict resolution strategies affect the learning environment.
  4. Compare and contrast organizational, monitoring, communication, and instructional delivery methods that create a positive learning atmosphere.
  5. Identify how appropriate reinforcement strategies impact positive student behavior.
4. Analyze the laws and regulations related to classroom management.
  1. Compare and contrast tort liability, negligence, malpractice, slander, and libel.
  2. Explain teachers' rights and responsibilities, including academic freedom, freedom of speech, and freedom of association.
  3. Explain students' rights and responsibilities.
5. Summarize positive behavioral supports.
  1. Describe the three levels of interventions: school-wide, targeted, and intensive.
  2. Explain the behavioral and instructional strategies within each intervention level.
6. Use effective oral and written communication in working with students, parents, and school personnel.
  1. Speak using grammatically correct English.
  2. Write using grammatically correct English.

**Evaluation Criteria/Policies:**

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Summative: Exams (2-4) (Equally weighted)	20%
Summative: Written Assignments	
-Article Review (5%)	45%
-Classroom Management Philosophy Paper (15%)	
-Behavioral Theory Presentation (25%)	
Summative: Observation Assignment	10%
Formative Assessments	25%
TOTAL	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Apply knowledge of the physical, social, emotional, cognitive, and language development of K-6 children in a classroom setting.
2. Demonstrate supportive classroom practices that utilize positive behavioral supports, foster character development, and promote a healthy and safe environment.
3. Demonstrate content area knowledge in literacy, mathematics, science, and social sciences.
4. Apply understanding of multicultural education and sensitivity to and a respect for diversity.
5. Access and employ educational technology.
6. Communicate information about student learning and behaviors in a collaborative manner with school, family and community members.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.