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Classroom and Behavioral Management

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Education
Department Name: Department of Educator Preparation
Course Name: Classroom and Behavioral Management

COURSE INFORMATION

- Course Number/Section: EDPR 305.001
- Term: Fall 2020
- Semester Credit Hours: 3hr
- Times and Days: online
- Class Location: online

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

COURSE DESCRIPTION

This course gives preservice elementary and special education majors a broad range of philosophies and concepts about classroom and student behavior management. Concepts will include preventive, diagnostic, and prescriptive behavior planning and implementation for classroom management.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Teacher candidates will be able to engage in course readings and discussions to better understand how effective classroom management fosters student engagement and secures cooperation so that teaching and learning can occur.

SLO 2: Teacher candidates will be able to identify research that supports best practices for classroom management.

SLO 3: Teacher candidates will be able to use teacher interview and observation data as a tool to inform classroom management planning and execution.

SLO 4: Teacher candidates will be able to execute classroom management best practices through strategy demonstrations.

SLO 5: Teacher candidates will be able to create classroom systems that increase student engagement and academic outcomes.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Evertson, C. M., & Emmer, E. T. (2012). *Classroom management for elementary teachers*. Addison-Wesley Longman.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

Charles, C.M., Cole, K. (2019). (2019) *Building Classroom Management: Methods and Models*, 12th Edition. Pearson.

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Forum	13	20
Related Article Submission	1	20
Questions to think about	14	0
Rules & Procedures Observation	1	20
Teacher Interview	1	20
Learning Environment Plan	1	20
Total	31	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to

a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT**

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/student_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis

for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Unit 1 - Introduction to Equitable Education	ULO 1: Explain the complexity of classrooms. (SLO 1-2) ULO 2: Explain the concept of classroom management. (SLO 1- 2) ULO 3: Identify classroom management's connection to other facets of teaching. (SLO 1-2)	1. Read Textbook: Evertson, C. M. & Emmer, E. T. (2017). <i>Classroom management for elementary teachers.</i> Pearson. a. Chapter 1: Introduction to Classroom Management 2. Complete: Discussion Board#1 (ULO 1-3)
	Unit 2: Building Supportive & Healthy Classroom Relationships	ULO 1: Explain the concept of relationships. (SLO 1-2) ULO 2: Identify boundary concerns in relationships. (SLO 1- 2) ULO 3: Examine strategies for building relationships. (SLO 1- 2) ULO 4: Develop an understanding of teacher-student relationships in urban settings. (SLO 1-2)	1. Read Textbook: Evertson, C. M. & Emmer, E. T. (2017). <i>Classroom management for elementary teachers.</i> Pearson. a. Chapter 2: Building Supportive and Healthy Classroom Relationships. 2. Complete: Discussion Board#2 (ULO 1-4)

	Unit 3- Organizing Your Classroom and Materials	<p>ULO 1:List the five keys to good room arrangement. (SLO 1-2)</p> <p>ULO 2:Determine best format for classroom organization. (SLO 1-2)</p> <p>ULO 3:Organize a classroom of students with diverse backgrounds. (SLO 1-2)</p>	<p>1. Read Textbook: Evertson, C. M. & Emmer, E. T. (2017). <i>Classroom management for elementary teachers</i>. Pearson. a. Chapter 3: Organizing Your Classroom Materials.</p> <p>2. Complete: Discussion Board #3 (ULO 1-3)</p>
	Unit 4- Establishing Classroom Rules and Procedures	<p>ULO 1:List the components of an effectively managed classroom. (SLO 1-2)</p> <p>ULO 2:Develop an understanding of classroom rules and procedures. (SLO 1-2)</p> <p>ULO 3:Consider student cultural backgrounds when creating classroom rules and procedures. (SLO 1-2)</p> <p>ULO 4:Create classroom rules and procedures. (SLO 1-2)</p>	<p>1. Read Textbook: Evertson, C. M. & Emmer, E. T. (2017). <i>Classroom management for elementary teachers</i>. Pearson. a. Chapter 4: Establishing Classroom Rules and Procedures.</p> <p>2. Complete: Discussion Board#4 (ULO 1-4)</p>
	Unit 5- Procedures for Managing Student Work	<p>ULO 1:Develop an understanding of how to clearly communicate assignments and work requirements to students. (SLO 1-2)</p> <p>ULO 2:Demonstrate an understanding of how to monitor progress on and completion of assignments. (SLO 1-2)</p> <p>ULO 3:Demonstrate how to effectively give feedback to students. (SLO 1-2)</p> <p>ULO 4:Explain how to address frequently absent students. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 5: Procedures for Managing Student Work</p> <p>2. Complete: Discussion Board#5 (ULO 1-4)</p>

	Unit 6- Getting Off to a Good Start	<p>ULO 1: Demonstrate how to create a positive classroom climate. (SLO 1-2)</p> <p>ULO 2: Demonstrate how to teach rules and procedures. (SLO 1-2)</p> <p>ULO 3: Explain how to plan for the first day of school. (SLO 1-2)</p> <p>ULO 4: Show how to address students who have arrived after the school-year has begun. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 6: Getting Off to a Good Start</p> <p>2. Complete: Discussion Board#6 (ULO 1-4)</p>
	Unit 7- Planning and Conducting Instruction	<p>ULO 1: Explain how to plan instructional activities. (SLO 1-2)</p> <p>ULO 2: Develop an Understanding of Kounin's concepts for managing whole-group instruction. (SLO 1-2)</p> <p>ULO 3: Explain the importance of transitions and transition problems in conducting instruction. (SLO 1-2)</p> <p>ULO 4: Describe management issues for pull-out instruction. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 7: Planning and Conducting Instruction</p> <p>2. Complete: Discussion Board#4 (ULO 1-4)</p>
	Unit 8- Managing Cooperative Learning Groups	<p>ULO 1: Examine research on cooperative learning. (SLO 1-2)</p> <p>ULO 2: Determine best strategies and routines that support cooperative learning. (SLO 1-2)</p> <p>ULO 3: Demonstrate how to monitor student work and behavior. (SLO 1-2)</p> <p>ULO 4: Show how to determine appropriate interventions for groups. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 8: Managing Cooperative Learning Groups in <i>Classroom Management for Elementary Teachers</i></p> <p>2. Complete: Discussion Board#8 (ULO 1-5)</p>

		ULO 5: Demonstrate how to develop student goals for participation. (SLO 1-2)	
	Unit 9- Maintaining Appropriate Student Behavior	<p>ULO 1: Identify strategies to monitor student behavior. (SLO 1-2)</p> <p>ULO 2: Demonstrate how to manage inappropriate behavior. (SLO 1-2)</p> <p>ULO 3: Show how to improve class climate through incentives and rewards. (SLO 1-2)</p> <p>ULO 4: Demonstrate how to use school-wide positive behavior support to maintain appropriate student behavior. (SLO 1-2)</p> <p>ULO 5: Describe student social-emotional learning and emotionally-laden events. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 9: Maintaining Appropriate Student Behavior in Classroom Management for Elementary Teachers</p> <p>2. Complete: Discussion Board#9 (ULO 1-5)</p>
	Unit 10- Communication Skills for Teaching	<p>ULO 1: Explain constructive assertiveness. (SLO 1-2)</p> <p>ULO 2: Illustrate listening and empathic responding. (SLO 1-2)</p> <p>ULO 3: Describe approaches to problem solving. (SLO 1-2)</p> <p>ULO 4: Demonstrate how to communicate with parents. (SLO 1-2)</p> <p>ULO 5: Identify the components of culturally responsive communication. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson. a. Chapter 10: Communication Skills for Teaching in Classroom Management for Elementary Teachers</p> <p>2. Complete: Discussion Board#10 (ULO 1-5)</p>
	Unit 11- Managing Problem Behaviors	ULO 1: Identify problem behaviors. (SLO 1-2)	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom</i></p>

		<p>ULO 2: Determine goals for managing problem behaviors. (SLO 1-2)</p> <p>ULO 3: Determine effective management strategies for problem behaviors. (SLO 1-2)</p> <p>ULO 4: Demonstrate how to think and act positively when confronted with problem behaviors. (SLO 1-2)</p> <p>ULO 5: Use a behavior report card to address a student's problem behaviors. (SLO 1-2)</p>	<p><i>Management for Elementary Teachers</i>, Pearson.</p> <p>a. Chapter 11: Managing Problem Behaviors in Classroom Management for Elementary Teachers</p> <p>2. Complete: Assignment #1: Teacher Interview (ULO 1-5)</p> <p>3. Complete: Discussion Board#11 ULO 1-5)</p>
	Unit 12- Managing Special Groups	<p>ULO 1: Assess entering achievement. (SLO 1-2)</p> <p>ULO 2: Determine appropriate models for identification. (SLO 1-2)</p> <p>ULO 3: Identify strategies for individual differences. (SLO 1-2)</p> <p>ULO 4: Demonstrate how to work with students with special needs. (SLO 1-2)</p> <p>ULO 5: Demonstrate how to teach low- and high-achieving students. (SLO 1-2)</p>	<p>1. Read Textbook: Carolyn.M.Evertson & Edmund .T. Emmer (2017), <i>Classroom Management for Elementary Teachers</i>, Pearson.</p> <p>a. Chapter 12: Managing Special Groups in Classroom Management for Elementary Teachers</p> <p>2. Complete: Discussion Board#12 (ULO 1-5)</p>
	Unit 13- Course Reflection & Learning Environment Plan	<p>ULO 1: Engage in course readings and discussions to better understand how effective classroom management fosters student engagement and secures cooperation so that teaching and learning can occur. (SLO 1-5)</p> <p>ULO 2: Identify research that supports best practices for classroom</p>	<p>1. Complete: Discussion Board#13: Course Reflection (ULO 1-4)</p>

		<p>management. (SLO 1-5)</p> <p>ULO 3: Execute classroom management best practices through strategy demonstrations. (SLO 1-5)</p> <p>ULO 4: Create classroom systems that increase student engagement and academic outcomes. (SLO 1-5)</p>	
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** These descriptions and timelines are subject to change at the discretion of the instructor.*