New Course Request

Indiana University

TUSB Campus

Check Appropriate Boxes: Undergraduate credit ❑ Graduate credit ❑ Professional credit ❑

1. School/Division: School of Education
   2. Academic Subject Code: EDUC

3. Course Number: M452 (must be cleared with University Enrollment Services)
   4. Instructor: Karen Clark or John Gustafson

5. Course Title: Classroom Management
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2006

7. Credit Hours: Fixed at 3 or Variable from _______ to _______

8. Is this course to be graded S-F (only)? Yes ❑ No ❑

9. Is variable title approval being requested? Yes ❑ No ❑

10. Course description (not to exceed 50 words) for Bulletin publication: This course will show students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions.

11. Lecture Contact Hours: Fixed at 3 or Variable from _______ to _______

12. Non-Lecture Contact Hours: Fixed at _______ or Variable from _______ to _______

13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Every Fall □ Will this course be required for majors? _______

15. Justification for new course: To meet new licensing requirements in special education.

16. Are the necessary reading materials currently available in the appropriate library? Yes ❑

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Devin Skurtek
Department Chairman/Division Director
Date: 8/20/04

Approved by:

[Signature]
Date: 9/3/04

Dean

University Enrollment Services

Dean of Graduate School (when required)

Approved: 8/35/04

SOE approved: 8/26/04

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White

Linda Chen, Senate Curricular Committee 10/18/04
We prepare teachers and professionals in related fields to be competent, ethical, and reflective practitioners who have the knowledge, skills, and dispositions to address the needs of diverse individuals and prepare them for the complexities of a rapidly changing world.

Course Title: Classroom Management  
Course Number: K452  
Instructor: Karen Clark or John Bushong  
Phone:  
Office:  
Office Hours:  
e-mail:  
LiveText share name:

Course Description: This course will show students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions.

COURSE PREREQUISITES: P: TEP

Course Rationale: Classroom management is a complex topic that involves the study of unified systems of discipline. Unified systems of discipline begin with schoolwide philosophies and programs to promote positive behavior throughout the school setting. Unified discipline also involves exploring methods of classroom management and theoretical perspectives. Finally, it involves studying methods for promoting positive behavior and self-management for individual students. In order to assist individual students it is necessary to be familiar with various mental health programs and social skills programs. The course covers working with students across age groups and developmental levels. We will explore philosophy, theory, and ethics in addition to specific approaches that may be implemented at the schoolwide, classroom, or individual level.

The IUSB course objectives are linked to the Indiana State Core Standards for Educators Of Students With Exceptional Needs and as indicated below through notation of Indiana standard (SS) performances (P), skills (S), knowledge (k), and dispositions (D). (Instructors may add additional information)


Other readings may be assigned.

SPECIAL STATEMENTS Students taking this class should be completing licensure requirements under Rules 2002. This class is not a requirement for students under Rules 46-47. Be sure to check with the advising office to be sure this course is part of your approved program.

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://campuslife.indiana.edu/Code.

Commitment to Diversity: The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today’s diverse classrooms.

Commitment to Technology: The School of Education at IUSB is committed to preparing preservice teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences.

COURSE OBJECTIVES:

At the end of the class students will be able to:

1. Communicate their philosophy of classroom management. (IUSB Teachers of Exceptional Needs SS7, P5; S5, P1 – P10)

2. Discuss the various theories that underlie their personal philosophy and other approaches to classroom management and behavior support. (IUSB Teachers of Exceptional Needs SS7, P5; S5, K1, D4, D5, P1 – 10)
3. Discuss popular schoolwide plans to promote positive behavior and participatory learning environments. (IUSB Teachers of Exceptional Needs SS7, P5; SS5, D4, D5, D7, D8, P1 – 11)

4. Demonstrate an understanding of ethical practice related to classroom management and behavior support. (IUSB Teachers of Exceptional Needs SS7, P3; SS5, K3, K5)

5. Design appropriate individual behavior support plans. (IUSB Teachers of Exceptional Needs SS3, P4; SS7, K6, K7, P1).

6. Design classroom management plans that include methods of self-management and allow students to be responsible decision-makers. (IUSB Teachers of Exceptional Needs SS7, K9, D3, P5; SS5, K2, P1 – 10)

7. Establish appropriate social goals for students. (IUSB Teachers of Exceptional Needs SS7, K2, K3, K5, P4)

8. Model integrity and skill in conflict management and prevention/intervention strategies. (IUSB Teachers of Exceptional Needs SS7, P2, P3; SS6, K4)

9. Evaluate social skills curriculum. (IUSB Teachers for Exceptional Needs SS7, P4, P8)

10. Implement the least intrusive intervention consistent with the needs of the learner. (IUSB Teachers of Exceptional Needs SS7, K8, P4, P10, P1)

11. Select and advocate for appropriate mental health programs. (IUSB Teachers of Exceptional Needs SS10, P2; SS7, P7)

COURSE PERFORMANCE TASKS:

1. Written statement that communicates your philosophy of classroom management and behavior support. The philosophy must include a discussion of specific strategies and approaches your plan to implement in the classroom setting and the theoretical

2. Design a specific classroom management plan that includes a diagram of the room arrangement and a description of the following: setting, rules or guidelines, routines, practices, crisis management, preventive methods, and opportunities for self-management. (Course objective 6, 10) This assignment is the designated artifact for this class.

3. Give data from a functional behavior assessment, develop an appropriate behavior support plan for an individual student. The plan must include strategies for teaching social skills. (Course objectives 5, 7, 10)

4. Research paper exploring various schoolwide approaches. (Course objective 3)

5. Conduct a review of at least two social skills curriculum. (Course objective 9)
6. Research paper investigating various mental health programs designed to assist students and families. (Course objective 11)

7. Develop a simulation/role play that can be used with students to model and promote conflict management skills. (Course objective 8)

UNIVERSITY POLICIES

☐ Electronic mail (email) is the official means of communication with students at Indiana University South Bend. A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice. However, students who choose to have email forwarded to another email address do so at their own risk.

☐ If you need adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated please make an appointment with me as soon as possible. My office hours are:

✓ Field Experience Note: You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

STUDENT EVALUATION

93% to 100% of possible points = A
90% to 92% of possible points = A-
88% to 89% of possible points = B+
85% to 87% of possible points = B
80% to 84% of possible points = B-
78% to 79% of possible points = C+
75% to 77% of possible points = C
70% to 74% of possible points = C-
65% to 69% of possible points = D
below 65% of possible points = F
Students must earn a grade of C or better to be recommended for licensure in mild interventions.
TENTATIVE CLASS SCHEDULE/Topics

Topic 1: An overview of classroom management

Topic 2: Understanding students' needs

Topic 3: Establishing positive teacher-student relationships

Topic 4: Creating positive peer relationships

Topic 5: Working with parents and families

Topic 6: Student motivation

Topic 7: Standards for classroom behavior

Topic 8: Responding to violations of standards for behavior

Topic 9: Conflict-resolution

Topic 10: Behavior Support Plans

Topic 11: Mental Health Programs and community agencies

Topic 12: Wrap around services and ethics of care