

**University of Arkansas – Fort Smith**  
**5210 Grand Avenue**  
**P. O. Box 3649**  
**Fort Smith, AR 72913–3649**  
**479–788–7000**

**General Syllabus**

**EDUC 3612 Classroom Behavior and Management**

Credit Hours: 2  
Hours: 0

Lecture Hours: 2

Laboratory

Prerequisite: Admission to the Educator Preparation Program

Corequisites: EDUC 4211 Practicum II and SPED 3022 Survey of Diverse Populations

Effective Catalog: 2023-2024

**I. Course Information**

**A. Catalog Description**

A study of various techniques used in classroom management and classroom presentations in online and traditional teaching environments. Spatial, human, and cultural relationships are explored. Organization and planning are stressed.

**B. Additional Information**

Organizing Theme: The Conceptual Framework derives from “The UAFS School of Education’s mission is to ensure every teacher candidate is “Day One Ready” so all learners achieve their greatest potential.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT). This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

**II. Student Learning Outcomes**

**A. Subject Matter**

Upon successful completion of this course, the student will be able to:

1. Create digital and traditional learning environments which foster independence, individuality, and self-regulation of learning and behavior.
2. Set up a classroom from home.
3. Examine the causes for disruptive behavior and demonstrate corrective methods.
4. Examine various theories of classroom management.
5. Examine plain theories behind various discipline plans and be able to implement one plan in the classroom.
6. Examine the importance of classroom management and its role in the prevention of undesired behavior in the classroom.
7. Investigate classroom management strategies for online learning.
8. Develop routines and procedures to manage the digital classroom.
9. Develop skills in minimizing disruptive behavior and increasing learning through effective organization and instruction.
10. Explain leadership styles and communication techniques used to enhance the classroom and parent conference.
11. Create own personal system of discipline that is consistent with his/her philosophy and personality, as well as with the realities of their students and schools.
12. Adapt inclusion of all students and any accommodation for diversity among the students.
13. Explore ways to keep students safe and secure in the digital classroom.
14. Explore tips & strategies for maintaining life balance.

## **B. University Learning Outcomes**

This course enhances student abilities in the following areas:

### **Ethical Decision Making**

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

### **Global and Cultural Perspectives**

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

### **Communication Skills (written and oral)**

Students will use oral and written communication effectively in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class

presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

### **Analytical Skills/Critical Thinking Skills**

Students will draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will reach viable solutions to a problem and be able to justify those solutions.

## **III. Major Course Topics**

- A. Identifying philosophies and theories of discipline
- B. Understanding students' psychological needs
- C. Developing a classroom management plan
- D. Managing cooperative learning activities
- E. Creating positive peer relationships
- F. Establishing positive teacher-student relationships
- G. Maximizing on-task student behavior
- H. Responding to disruptive behavior
- I. Working with parents
- J. Preparing for classroom organization and discipline
- K. Using problem solving to resolve behavior issues
- L. Developing a personal system of discipline