

Proposal to Create a New Course: Instructions

Section 1: Proponent Contact Information

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Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: EDU 360

2.2 Course CIP code: This is a statistical reference number required by the Kentucky Council for Post-Secondary Education. To determine the appropriate CIP reference for this proposed course, follow this link to the [National Center for Educational Statistics website](#). For further assistance contact the Associate Vice President for Academic Planning and Program Development in the WKU Academic Affairs office.

2.3 Course title: Behavior and Classroom Management in Education

2.4 Abbreviated Course title: Behav and Class Management

2.5 Credit hours/Variable credit: 3

2.6 Repeatability: No

2.7 Course Term: One semester

2.8 Course Catalog Description: This course provides an introduction to the concepts, theories, and principles of student behavior and classroom management for professionals in P-12 settings.

2.9 Prerequisite/Corequisites/Restrictions:

Prereqs: EDU 250, or instructor permission
PSY 310, or instructor permission

2.10 Additional Enrollment Requirements: N/A

2.11 Other Special Course Requirements: N/A

2.12 Grade Type: Standard letter grade

2.13 Schedule Type: Lecture

Section 3: Description of proposed course

3.1 Course Content Summary: This course provides the foundational knowledge for teacher candidates on the role of behavior at any grade level within a school setting. Teacher candidates will learn how to assess the classroom environment and specific student behaviors within. Through the use of classroom management strategies, teacher candidates will apply evidence-based interventions to decrease problem behaviors and increase prosocial behaviors that will serve to improve student academic outcomes and classroom success. The course will be appropriate for varied majors within the School of Teacher Education.

- 1) The effects of classroom environment on student behavior
 - a) Classroom setup
 - b) Rules, routines, procedures
 - c) Teacher influence
 - d) Peer influence
- 2) The effects of outside influences on students' behavior
 - a) Student characteristics
 - b) Cultural perspective
 - c) Home environment
 - d) Societal issues
- 3) Conditions under which behavior occurs
 - a) How to define behavior
 - b) Antecedents (what occurs immediately prior to the behavior)
 - c) Consequences (what occurs immediately after the behavior)
- 4) Multi-tiered systems of support for behavior (e.g. behavioral RTI [Response to Intervention], PBIS [Positive Behavior Intervention Support])
 - a) School level (Tier 1)
 - b) Classroom level (Tier 2)
 - c) Individual level (Tier 3)
 - d) Role of professional in each level/tier
- 5) Classroom management strategies
 - a) Preventative strategies

- b) Reactive strategies
- 6) Functions of Behavior
 - a) Function-based Interventions

3.2 Learning Outcomes:

Students should be able to:

- Analyze how the classroom environment affects students' behavior in school settings.
- Explain how factors outside the classroom affect students' behavior.
- Describe behavior and identify the conditions under which they occur (antecedent, behavior, and consequences of behavior).
- Explain a tiered system of school and classroom behavioral intervention and identify each professional's role within this system.
- Summarize and apply preventative classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Summarize and apply reactive classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Identify the functions of behavior and compare and contrast the benefits or drawbacks of individualized function-based interventions.

3.3 Assessment/Evaluation: This course will focus on the acquisition and application of behavioral principles. Students will be assessed via a variety of course assignments (e.g. papers, reflections, quizzes, tests, case studies, and projects) as determined by the instructor.

Section 4: Rationale

4.1 Reason for developing this proposed course:

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of

the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Classroom management and student problem behavior are often listed as top reasons why teachers leave the field of education. Teachers report feeling overwhelmed and underprepared in these areas. Therefore, it is crucial for the faculty of a School of Teacher Education to effectively train teacher candidates on strategies to address these problems. This course will be one of the core courses required for students in the School of Teacher Education.

4.2 Relationship to similar courses offered by other university

departments/units: SPED 400, Psych of Learning (PSY 331), and Behavior Modification (PSY 443) all focus on elements of behavior, but this course focuses more directly on preparing P-12 students to manage behavior in the classroom. The PSY department views this course as a good way to build on PSY 310 to prepare preservice teachers for managing the classroom setting.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 30

5.2 How many sections of this course per academic year will be offered? 8-10

5.3 How many students per academic year are expected to enroll? 300

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections: The projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught for each year.

5.5 Proposed method of staffing: Current staffing is sufficient. Should

the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

5.6 Instructional technology resources: Current technology resources are sufficient.

5.7 Library resources: Current library resources are sufficient.

Section 6: Proposed term for implementation: Fall 2019

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.