SOUTHEASTERN LOUISIANA UNIVERSITY
SPECIAL EDUCATION 363
CLASSROOM ORGANIZATION AND MANAGEMENT
FOR THE STUDENT WITH MILD/MODERATE DISABILITIES
Credit: 3 hours


COURSE DESCRIPTION:
This course deals with techniques and strategies for creating classroom environments that support student learning, including: designing, an appropriate physical setting, developing standards for behavior, and building and atmosphere of caring and respect. Humanistic and behavioral approaches to classroom management are investigated. Additionally, the course focuses on maximizing individual differences, management of time and space, use of centers, scheduling, and working with parents, general educators, and paraeducators.

CONCEPTUAL FRAMEWORK: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: professional standards (PS), knowledge of the learner (KL), strategies and methods (SM), and content knowledge (CK). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

COURSE OBJECTIVES:
By the conclusion of the course, the student will have knowledge and understanding of:

1. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling. (CC:1, K2) (SM, KL)
2. Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs. (CC:5, K1) (SM, KL, PS, D)
3. Research-based best practices for effective management of teaching and learning. (CC:5, K2) (SM, PS)
4. Ways in which technology can assist with planning and managing the teaching and learning environment. (CC:5, K3) (SM, PS, KL, T)
5. Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs. (CC:6, K3) (PS, KL, D)
6. Social skills needed for educational and functional living environments and effective instruction in the development of social skills. (CC:6, K4) (SM, KL, PS, CK)
7. Impact of social skills on the lives of individuals with disabilities*. (GC:4, K6) (KL, PS)
8. Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program. (CC:7, K1) (SM, CK, KL, D, T)
9. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns. (CC:7, K2) (KL, PS)
10. Personal cultural biases and differences that affect one's teaching. (CC:8, K1) (KL, PS, D)
11. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:8, K2) (KL, PS, D)
12. Approaches to create positive learning environments for individuals with disabilities*. (GC:4, K9) (KL, PS, CK)
13. Strategies for stress and time management for teachers. (SM, PS, T)
14. Management of direct teaching and facilitative teacher approaches. (SM, PS, T)
15. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities. (GC:8, K1) (KL, CK, T)
16. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*. (GC:8, K2) (KL, PS)
17. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*. (GC:8, K4) (KL, PS)
18. Strategies for working with paraeducators, general educators, and substitute teachers. (SM, KL, PS, T)

LEARNER OUTCOMES

By the conclusion of this course, the student will be able to:

1. Create and maintain records. (CC:3, S2) (SM, KL, PS, T)
2. Establish and maintain rapport with learners. (CC:4, S15) (SM, KL, PS, CK, D)
3. Create a safe, positive, and supportive learning environment in which diversities are valued. (CC:5, S1) (KL, SM, D)
4. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. (CC:5, S5)
5. Design learning environments for individuals with disabilities that provide feedback from peers and adults. (GC:4, S4) (KL, PS, D, T)
6. Identify realistic expectations for personal and social behavior in various settings. (CC:6, S4) (KL, PS, CK, D)
7. Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CC:7, S2) (KL, PS, D)
8. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs. (CC:7, S7) (KL, PS, D)
9. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues. (CC:8, S6) (SM, KL, PS, CK)
10. Demonstrate proficiency in oral and written communication. (CC:8, S5) (SM, KL, PS, K)
11. Use copyrighted educational materials in an ethical manner. (CC:8, S8) (SM, KL, PS, CK)
12. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8, S9) (SM, KL, PS, CK)

REQUIRED UNIT/PROGRAM ASSESSMENTS:
Start-up plan
Field hours
Professional development hours

FIELD EXPERIENCE (CC:7, S2) (CC:7, S7) (CC:8, S5) (SM, KL, PS, CK, D, T)
5 hrs. – Observation
5 hrs. – Participation (making bulletin boards, grading papers, etc.)
20 hrs. – Contact with students (working one-on-one, small group, etc.)
All hours must be uploaded in Pass-Port. Guidelines and grading rubrics will be provided. 
**The Field Experience hours must be entered in PASS-PORT in order to be eligible to receive full credit.**

**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points:</th>
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<tbody>
<tr>
<td>Start-up Plan</td>
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<tr>
<td>Field Experience</td>
<td>100 points</td>
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<tr>
<td>Mid-term exam</td>
<td>50 points</td>
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<td>Professional Development Activities</td>
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<tr>
<td>Final exam</td>
<td>50 points</td>
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<tr>
<td>Class participation &amp; Discussion forums</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 points</strong></td>
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References


Journals:

*Teaching Exceptional Children*
*Intervention in School and Clinic*
*Exceptional Parent*
*Exceptional Children*
*Journal of Special Education*