

SIMON FRASER UNIVERSITY

MEMORANDUM

S.78-117

To. Senate

From. Senate Committee on Undergraduate
Studies

Subject. New Course Proposal - Faculty
of Education - EDUC 326-3
Classroom Management & Discipline

Date. 1978-09-27

Action taken by the Senate Committee on Undergraduate Studies at its meeting on September 26, 1978 gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.78-117 the new course EDUC 326-3:- Classroom Management and Discipline".

Note:

Subject to the approval by Senate and the Board of this course, the Senate Committee on Undergraduate Studies has approved the waiver of the time lag requirement in order that this course be offered in the Summer Semester 1979-2.



N.R. Reilly

NRR/csg

SIMON FRASER UNIVERSITY

SCUS 78-4

MEMORANDUM

Mr. Harry Evans

Registrar

Subject *New Course Proposal - EDUC 326-3*

From J. W. George Ivany

Dean of Education

Date 1978-09-15

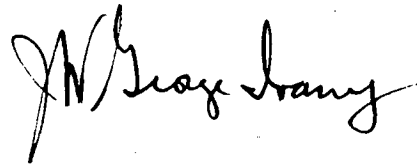
The Faculty of Education at its meeting on August 28, 1978
approved the attached new course proposal:

Education 326-3 (Classroom Management & Discipline)

Please include it on the agenda for the next meeting of the
Senate Undergraduate Studies Committee.

Attachments

cc Stan Kanehara
Marvin Wideen



waiver requested

RECEIVED

SEP 18 1978

REGISTRAR'S OFFICE
MAIL DESK

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: Education

Abbreviation Code: EDUC Course Number: 326 Credit Hours: 3 Vector: 1-2-0

Title of Course: CLASSROOM MANAGEMENT AND DISCIPLINE

Calendar Description of Course: An examination of contemporary approaches to classroom management and discipline, including a consideration of legal, organizational and administrative issues. The major goal of the course is to enable students to comprehend the basic principles and tenets of a number of management approaches and to translate these principles into specific teaching strategies and skills.

Nature of Course Undergraduate lecture/seminar

Prerequisites (or special instructions): 60 hours of credit; and one of Educ 220, 230 or 240 or equivalent is recommended.

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? Once/academic year

Semester in which the course will first be offered? Summer, 1979

3. Goals of the Course Students should be able to describe at least 3 or 4 different approaches to classroom management and discipline, critically analyze the potential advantages and limitations of applying each approach, and should be able to state precisely and (within the temporal and spatial constraints of the course) demonstrate the specific teaching actions associated with each of the approaches studied.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty No additional faculty required.

Staff No additional staff required.

Library Current library holdings and periodicals are adequate to support this course.

Audio Visual None.

Space None.

Equipment None.

5. Approval

Date: _____

Department Chairman

[Signature]

Dean

[Signature]
20 Oct 1978

Chairman, SCUS

Rationale for the Course

The course is intended for students preparing to teach and for practicing teachers. While the practical problems of discipline and classroom management may be learned in a classroom, the need exists to explore and examine issues outside the pressures of actual classroom teaching. The content of the course may also be of interest to parents and those pursuing a non-teacher Minor in Educational Studies. The course emphasises a psychological perspective but also examines briefly social and philosophical issues.

The course has been offered as a special topics course for the past three years during the summer semester to high enrolments. A mix of pre-service students, Education 404 and teachers have enroled in the course.

I. Overview of Classroom Management and Discipline

1. Historical perspective
2. Philosophical and ethical issues

II. Learning Models

1. Operant strategies
2. Social learning strategies
3. Self-control approaches

III. Group Dynamics Models

1. Glasser's classroom meetings
2. Kounin's group management approach

IV. Personal/Social Growth Models

1. Dreikers' teleoanalytic approach
2. Rogers' non-directive teaching
3. Tanner's eclectic position

V. Organizational, Administrative and Legislative Issues

1. B.C. Public Schools Act
2. Legal Rights and Responsibilities
3. Intra-School and Home-School Interactions

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- Dreikers, R., & Cassell, P. Discipline without tears. New York: Hawthorn Books, 1974.
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- Tanner, L.N. Classroom discipline for effective teaching and learning. New York: Holt, Rinehart & Winston, 1978.
- Taylor, F.D., Artuso, A.A. & Hewett, F. Motivating reluctant learners. Denver: Love, 1974.