

COURSE OUTCOME MATRIX

COURSE SYLLABUS

PART 2 of 3

Course Number and Title	ED 215 Classroom Management
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Credit Hours	3
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Course Description	Students study theories of early childhood education with emphasis on classroom management, teaching methods, assessment and behavior guidance. Students demonstrate their knowledge and understanding of theories and best practices by preparing appropriate instructional units and lesson plans.
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Prerequisite(s) and/or Corequisite(s)	None
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REQUIRED TEXTBOOKS/REFERENCES/COURSE MATERIALS

The Classroom Management Book	2 nd	Wong, Harry K./Wong, Rosemary, T./Jondahl, Sarah F.	Harry K. Pub.	978-0-9764233-9-3 0-9764233-9-1
The First Days of School	5 th	Wong, Harry K./Wong, Rosemary, T.	Harry K. Pub.	978-0-9764233-8-6 0-9764233-8-3

General Education Outcomes	
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

Program Outcomes	
1	Effectively use knowledge obtained in the education program in their chosen subject areas.
2	Create and maintain a learning atmosphere that fosters a supportive learning community.
3	Demonstrate knowledge in their content areas.
4	Foster and monitor student learning.
5	Participate as active members of their school communities; help to foster change when needed.
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	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1	Describe appropriate guidance techniques for early childhood programs. children.	C-Remembering (1)	1,2,3,4	2	0	2	1	0	1
2	Examine prevention strategies used to promote child guidance techniques in an early childhood setting	C-Analyzing (3)	1,2,3,4	1	0	2	2	0	1
3	Explain the impact of child guidance during routines and transition on young children's learning and behavior	C-Understanding (2)	1,2,3,4	2	0	2	1	0	1
4	Analyze various guidance techniques and their impact on the social and emotional development of young children.	C-Analyzing (4)	1,2,3,4,5	2	0	2	2	0	1
5	Demonstrate intervention techniques that support the social and emotional competence in young children.	A-Valuing (3)	1,2,3,4	2	0	2	2	0	1
6	Identify learning environments and adult-child interactions that support the social and emotional development.	A-Receiving Phenomena (1)	1,2,3,4,5	2	0	2	2	0	2
7	Describe the role of observation and assessment in prompting children's social and emotional development.	A-Receiving Phenomena (1)	1,2,3,4	2	0	2	2	0	1
8	Discuss the rational for collaborating with families when promoting social and emotional development and preventing and addressing challenging behaviors	A-Internalizing (5)	1,2,3,4	2	0	2	2		1
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10									

Bloom's Domain Legend

C = Cognitive
A = Affective
P = Psychomotor

General Education Outcome Legend

2 = Included and Measurable
1 = Introduced and/or Minimally Addressed and Not Measurable
0 = Not included

Approved: October 14, 2021
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