

JSOCC 201 – Educational Psychology

Course Description

Educational psychology is designed to give the Instructor a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The Instructor will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

Course Rationale

This course is designed to give the Instructor a thorough understanding of the theories and principles of psychology as applied to teaching and learning.

Course Goals

Instructors who complete this course successfully will be able to:

- Demonstrate your ability to think critically about teaching and learning as it applies to your field of study.
- Demonstrate your ability to apply course concepts (i.e., theory, research, principles) to teaching and learning situations related to your field of study
- Demonstrate your ability to reflect upon your own development as a professional in the field of education
- Demonstrate your ability to effectively communicate your ideas in both written and verbal form using the language developed from the course
- Develop classroom strategies to maximize Cadet engagement and achievement

Required Texts, Materials, or Equipment

- Educational Psychology: Developing Learners, 9e (Fall 2019, Winter 2020), 10e (Spring 2020) (e-text)
- A computer, tablet, or Smartphone that can access online materials
- All learning materials will be accessed through the Pearson MyLab website:
<https://www.pearsonmylabandmastering.com/northamerica/>.

Assessments: Descriptions

- *Chapter Quizzes (70%)*
- *View Video Clips (10%)*
- *Final Exam (20%)*

All assessments require a minimum grade of 80% to progress on to subsequent assignments.

JSOCC 202 – Classroom Management

Course Description

A study of skills and techniques facilitative to an effective classroom environment. Emphasis on behavioral management principles, classroom climate analysis, and teacher/pupil rapport building.

Course Rationale

This course is based on the premise that good classroom management does not just happen. Instructors must have a very clear idea of the types of classroom conditions and Cadet behaviors that are needed for good learning environments, and they must work diligently to produce such behaviors and conditions

Course Goals

Instructors who complete this course successfully will be able to:

- Recognize the research base, which forms the foundation for effective classroom management.
- Acquire a variety of methods and strategies for good classroom management.
- Identify particular aspects of classroom management and models of discipline.
- Analyze different classroom management strategies and models of discipline.
- Use material, concepts, vocabulary and terminology appropriate for the classroom.
- Demonstrate familiarity with theories of classroom management.
- Determine classroom management effectiveness and professional growth needs.

Required Texts, Materials, or Equipment

- Building Classroom Management: Methods and Models, Twelfth Edition (e-text)
- A computer, tablet, or Smartphone that can access online materials
- All learning materials will be accessed through the Pearson MyLab website:
<https://www.pearsonmylabandmastering.com/northamerica/>.

Assessments: Descriptions

- *Chapter Quizzes (70%)*
- *View Video Clips & Classroom Management Simulations (10%)*
- *Final Exam (20%)*

All assessments require a minimum grade of 80% to progress on to subsequent assignments.

JSOCC 203 – Classroom Assessment

Course Description

This course will present Instructors with the best current practices and principles of assessment across the curriculum. The characteristics and uses of both formal and informal assessment instruments and procedures will be studied with emphasis on formative assessment and principles and practices for effective standards-based instruction. Instructors will also learn how to design, administer, and interpret a variety of assessment measures.

Course Rationale

Assessment is an integral part of good teaching. Properly used, high-quality assessment evaluates Cadet learning and allows Instructors to make informed decisions. When assessments are poorly constructed and badly used, they can confuse Cadets, distort the curriculum, and impede good instruction.

Course Goals

Instructors who complete this course successfully will be able to:

- Choose assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally produced and Instructor-produced assessment methods.
- Use assessment results when making decisions about individual Cadets, planning, teaching, developing curriculum, and school improvement.
- Develop valid grading procedures that use Cadet assessments.
- Communicate assessment results to Cadets, parents, and other educators.

Required Texts, Materials, or Equipment

- Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation, 7e (e-text)
- A computer, tablet, or Smartphone that can access online materials
- All learning materials will be accessed through the Pearson MyLab website:
<https://www.pearsonmylabandmastering.com/northamerica/>.

Assessments: Descriptions

- *Chapter Quizzes (70%)*
- *View Video Clips (10%)*
- *Final Exam (20%)*

All assessments require a minimum grade of 80% to progress on to subsequent assignments.

JSOCC 204 – The Inclusive Classroom

Course Description

A study of the types and characteristics of Cadets with learning disabilities. Emphasis will be placed on classroom intervention strategies. The standards were developed to facilitate the induction of Instructors into their professional roles and responsibilities by providing a common language and a new vision of the scope and complexity of teaching. The standards are not set forth as regulations to control the specific actions of Instructors, but rather to guide them as they define and develop their practice.

Course Rationale

Students with learning disabilities comprise the largest category of handicapped students, with approximately two million students with learning disabilities identified in the United States. It is imperative that every educator be prepared to deal with the special needs of students with learning disabilities.

Course Goals

Instructors who complete this course successfully will be able to:

- Demonstrate an understanding of relevant federal and state legislation, regulation, and policies that pertain to the development of educational programs for students with special needs.
- Discuss the concept of least restrictive alternatives and examine the research and rationale(s) for inclusive education.
- Demonstrate an understanding of the role and responsibilities of the educator in the design of Individual Education Programs (IEP), including identification, referral, development, and implementation.
- Discuss principles of educational assessment for special populations, including testing bias, sensitivity to cultural and language factors, and the importance of adaptations for English Language Learners (ELL).
- Demonstrate an understanding of the characteristics and effective applications of collaboration, including working with families and paraprofessionals in the design and implementation of assessment and instructional programs for students with disabilities.
- Analyze classroom and student needs in organizing and planning instruction for special populations.
- Demonstrate an understanding of appropriate instructional materials and methods for students with low/high incidence disabilities and the accommodations that can be made for them in general education classrooms.
- Describe effective curricular and instructional approaches and accommodations that ensure access to the content areas, including literacy, mathematics, science, and social studies.
- Demonstrate an understanding of strategies for increasing students' positive behaviors and promoting the social integration of students with special needs in general education classrooms.

Required Texts, Materials, or Equipment

- The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 6e (e-text)
- A computer, tablet, or Smartphone that can access online materials
- All learning materials will be accessed through the Pearson MyLab website:
<https://www.pearsonmylabandmastering.com/northamerica/>.

Assessments: Descriptions

- *Chapter Quizzes (70%)*
- *View Video Clips and Video Analysis Exercises (10%)*
- *Final Exam (20%)*

All assessments require a minimum grade of 80% to progress on to subsequent assignments.