



EDG 6408-001 CRN xxxxx
Managing Inclusive Classrooms and Effective Discipline
Fully Online- Asynchronous
3 credits

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FAU
DEPARTMENT OF
SPECIAL EDUCATION
College of Education
Florida Atlantic University

CATALOG DESCRIPTION:

This course provides an overview of strategies and techniques for organizing and managing classroom settings. The strategies and techniques include arrangements for managing students, materials, time and space. This course is appropriate for both elementary and secondary level teachers.

INSTRUCTIONAL METHOD

This class is designated as a “Fully Online Class” with no on-campus attendance requirements.

PREREQUISITE or COREQUISITE: None

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Students in this course will learn and apply a decision-making paradigm that, in turn, will influence their own teaching practice. This requires that students will make informed decisions that are evidence-based, and the result of reflection on students’ needs, and the classroom context and climate. Students who participate in these activities will demonstrate evidence of being capable professionals.

COURSE OBJECTIVES:

Upon completion of this course, the successful student will be able to demonstrate the following skills:

1. Incorporate awareness of cultural sensitivity in management routines and practices. (EAP a.2d)
2. Apply the “Discipline Problem Analysis Inventory,” to individual practice and relate findings to a management plan. (INTASC 9, EAP a.2.b)
3. Demonstrate an understanding of attitudes underlying student behavior. (EAP a.2.h)
4. Identify and solve problems employing concrete strategies for dealing with chronic problems. (INTASC 5, EAP a.2.b, ESOL D1:S1.1a)
5. Acquire skills for effective communication and problem solving. (INTASC 1, EAP a.2.e, ESOL D1:S1.1.b)
6. Create and manage a variety of productive learning environments. (EAP a.2.a, ESOL D.2:S2.2.d)
7. Relate findings on motivation and its impact on student behavior. (EAP a.1.f)
8. Demonstrate strategies for positively influencing the behavior of students who exhibit chronic behavior problems. (EAP a.2.b)

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- State of Florida Accomplished Practices
- Florida Subject Area Competencies ESOL
- INTASC Principles

CONTENT OUTLINE:

| | |
|---|---------------------------------|
| Principles of classroom management | Help beyond the classroom |
| Defining a discipline problem | Use of nonverbal interventions |
| Analyzing misbehavior in children | Use of verbal interventions |
| Management styles | Designing rules and guidelines |
| Effective teaching and beyond | Developing logical consequences |
| The physical environment of the classroom | Beginning the school year |
| Interventions for chronic problems | |

COURSE DELIVERY MODE

This course is offered ASYNCHRONOUSLY online (no live meetings) through Zoom in a semester-long format. The course materials and assignments are accessible through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Sunday at 12:00am, EST, and ends on Saturday at 11:59pm, EST. The first session is a course orientation, which will familiarize you with the organization and navigation of the course and will include a syllabus review. Each week, you will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module. **All related readings and assignments must be completed and submitted by Saturday at 11:59p EST.**

TIME COMMITMENT PER CREDIT HOUR

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

REQUIRED TEXTS/MATERIALS:

Levin, J. & Nolan, J.F. (2020). *Principles of classroom management: A professional decision-making model (8th ed.)*. Boston: Pearson/ Allyn and Bacon.
ISBN-13: 9780135210178

NOTE: The 6th or 7th edition of this text would suffice and you'd save yourself a lot of money!

SUPPLEMENTAL RESOURCES *(provided by instructor)*

Vanderbilt University: Case Study Modules for Classroom Management

Case Study Units: The IRIS Center – Vanderbilt University www.iriscenter.com

Videos: Harry Wong “*The Effective Educator*” series

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS:

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS High Sierra (10.3) or higher.
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so

your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT: Classroom Management Plan (CMP) (80 points)

Students will develop a classroom management plan that will be suitable for use in their future classrooms. The formalized classroom management plan will create an environment conducive to learning.

You will utilize the information presented in chapter readings, recorded lectures, supplemental recordings, practical application assignments, and professional experience to design and develop a classroom discipline plan that will be suitable for use in your (current or future) classroom. This plan should be considered the culminating project for this class, as such it should not simply describe a system you already have in place or a “packaged system” (e.g., CHAMPS), rather, it should be a system you design based on what you have learned in this class. Minimally, your plan should include the elements described below.

Please note: your final product should be a term paper, utilizing headings (bolded phrases below) as organizers for the paper.

Section I: Statement of philosophy

1. Population nuances

2. Grounded in theory
3. Congruency

Section II: Behavioral expectations

1. Rules, guidelines, and consequences

Section III: Documentation of policies

1. How, when, and where your policies for your learning environment will be documented.
2. Bill of Rights
3. Letter to students, parents, or principal

Section IV: Explanation of the CMP plan

1. A description of how you will teach/explain this plan to your students (including how you will attend to the needs of individuals from diverse cultural and linguistic backgrounds).
 - Explanation should exhibit creativity in your techniques for conveying the critical features of the plan;
 - Explicit explanation of how the method(s) fit with your management style and teacher authority base

Section V: Plan summary

1. One-page “flyer” summarizing and presenting plan

Submission must meet the following formatting requirements:

Times New Roman, double-spaced, 12pt font, 1” margins, cover page, reference page (both formatted in APA 6th Edition format), attention to spelling and grammar are *strongly recommended*. Use the bolded phrases (Section I-V) as paragraph headers. Must be between 5 and 10 pages (not including Appendices).

CMP Presentation (20 points)

Students will submit a recorded presentation of their CMP. Each section will be briefly presented; however, only 5 of the classroom procedures will be selected and student will describe what those procedures look like. Presentation will be between 5-10 minutes in length. See page 20 for presentation rubric. It is advised students use this rubric as a guide for the development of their presentations.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor’s Degree Program. **For this course, the Educator Accomplished Practices (EAP 9.2) will be measured by the Classroom Management Plan which is the Critical Assignment.** Please read the ESE departmental policy on Critical Assignments carefully.

ESE Departmental Policy on COMPETENCY ASSESSMENT(S):

Competency Assessments, Live Text, and the COE Assessment System

Many courses in the DSE Department contain Competency Assessments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

Assessment criteria:

A student must earn a **minimum grade of 83% (66 out of 80 pts.)** on the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course** but has failed to pass the Competency Assessment with a minimum of 83% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Competency Assessment. The student will need to repeat the course and the Competency Assessment.

2. **Teacher Interview** (50 points)

Students will interview two (2) in-service teachers regarding their classroom management techniques. For purposes of this paper, names are not to be used, refer to the teachers as “Teacher A” and “Teacher B”. Topics in the interviews should include:

- a brief teacher biography.
- how they developed this management plan,
- key elements of their plan,
- the goals for students in their plan, and
- how they teach/explain their plan to students and parents.
- summary/comparison of A&B, and a substantive reflection
- **Bold** the headers for each of these sections

The student will then write an interview summary that captures and compares the topics covered in the interviews and the responses. (You do not need to transcribe the interviews, but it may be to your advantage to record them.)

To summarize the interview report, the student will compare the two teachers’ styles of management and include personal reflections on the teachers’ beliefs, their classroom management plans, and the interview process. This should be **no more than** 7 typed pages (*double-spaced, 12 pt. font*). Standard grammar and punctuation conventions must be followed. (See page 17 for the Scoring Profile.)

It is strongly recommended that you have a second reader critique the interview assignment before submission. FAU has a Writing Laboratory (www.fau.edu/UCFW/WC/) on campus and they would enjoy working with you.

3. **Case Studies** (10 @ 10 points each)

Classroom management is much more effective when practiced before using. In-class activities will allow the student to practice management techniques studied in class and in the readings as well as provide feedback from assigned readings.

Case Studies (CSs) will be completed by teams referred to as Learning Communities (LCs). Students will be randomly assigned to a LC by the instructor. All CSs will be submitted via Canvas and due by

Saturday at 11:59PM. Case Studies are reviewed in the next class session and therefore will NOT be accepted past the due date.

4. **Participation** (10 @ 5 points each)

Students will be expected to demonstrate knowledge gained from assigned readings and class recordings by answering short questions and/or prompts reflecting their understanding of the week's lesson. Embedded throughout the instructor lectures are prompts and/or questions requiring reflection of understanding of the week's lesson. Responses to prompts/questions will be submitted weekly on one document.

TURNITIN

Upholding integrity of your work and other scholarly work. Turnitin is a web-based plagiarism database that is used to detect digital, physical and AI occurrences from previous written works.

All assignments will go through Canvas using Turnitin.

How does Turnitin work via Canvas?

Students submit their assignment through Canvas. Students will submit each assignment on Canvas and their assignment will then be reviewed through Turnitin. No need to purchase Turnitin or create a Turnitin account. Once you submit your assignment, you are able to review your Turnitin Report.

Turnitin Report Student View on Canvas video: <https://www.youtube.com/watch?v=KOcwk2oCOag>

Here are helpful links for students to reference pertaining to Turnitin and plagiarism:

Turnitin Feedback Studio: Quick Start Guide for Students <https://www.youtube.com/watch?v=4m-Wr2ebHPU>

10 Types of Plagiarism <https://www.youtube.com/watch?v=EF5eFeJMplA>

ASSESSMENT PROCEDURES:

Points for each activity are cumulative.

| Assignments* | Points |
|---|---------------|
| Classroom Management Plan (Critical Assignment) | 100 |
| Teacher Interview | 50 |
| Case Studies (10 @ 10 pts. each) | 100 |
| Class Participation (10 @ 5 pts. each) | 50 |
| TOTAL | 300 |

*You may access your class grade(s) on Canvas as the semester progresses. It is important that you save any graded paperwork that is returned to you and that you check your progress weekly. Grade disputes must be made within 5 days of the class.

GRADING (DSE GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

| Grade | Percentage (%) | Grade | Percentage (%) |
|--------------|-----------------------|--------------|-----------------------|
| A | 93 – 100% | C | 73 – 76% |
| A- | 90 – 92% | C- | 70 – 72% |

| Grade | Percentage (%) | Grade | Percentage (%) |
|-------|----------------|-------|----------------|
| B+ | 87 – 89% | D+ | 67 – 69% |
| B | 83 – 86% | D | 63 – 66% |
| B- | 80 – 82% | D- | 60 – 62% |
| C+ | 77 – 79% | F | 0 – 59% |

POLICIES, ETHICS, AND EXPECTATIONS

LATE ASSIGNMENTS POLICY

Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted.**

University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. You must request accommodations before you are absent from class.

Students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

MAKE-UP POLICY FOR TESTS/EXAMS

Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances.

INCOMPLETE GRADE POLICY

Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is a serious breach of these ethical standards because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

VIRTUAL LEARNING EXPECTATIONS

In this virtual learning space, rules of engagement are constantly shifting. As such, the Department of Special Education (DSE) devised student expectations for engaging within the virtual learning space.

Where applicable, such as during class sessions or virtual office hours, you are expected to adhere to the *Department's Virtual Learning Expectations* available in our course on Canvas. Students are expected to review this document, sign the last page, and upload the signed document to the assignment link.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 24 - 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Feedback Method

Feedback will be provided either automatically (for Canvas Quizzes) or via the Comments feature in Canvas.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

Teachers and school staff constantly use email as they communicate so please practice professionalism through all communication within this course with your instructor and with your classmates. When writing an email, please conduct yourself in a professional manner and use a salutation (Dear Dr.____) and a signature (E.g., Sincerely, your name). Please also be professional with all communication within the course. In addition, please use **people first** language. What is people first language? ([People First Language | odr](#))

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)

- [Counseling and Psychological Service \(CAPS\)](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

CAPS STATEMENT

Life as a university student can be challenging mentally, emotionally, and physically. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services to help improve and maintain well-being. For CAPS services, students need to be currently enrolled, have paid the health fee, be physically located in Florida when services are provided, have phone or videoconferencing capabilities, and have access to a safe/private location for sessions. For those outside of Florida, CAPS will assist students in getting connected to services/providers in your area for ongoing support. For more information, go to [FAU Counseling](#) or call 561-297-3540.

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880 / Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222 / Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY-APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

COURSE POLICIES

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances.**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. **Late assignments will not be accepted.**
5. University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities and religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class.**
6. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, it will be announced in class and students are responsible for those changes.
7. Grades of Incomplete ("I") are very rarely provided and are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.
8. A minimum grade of B (not B-) is required for the course to be included in a Master's program.

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- Umbreit, J., Ferro, J., Liaupsin, K. L. L. (2006). *Functional behavioral assessment and function-based intervention: an effective, practical approach*. Upper Saddle River, NJ: Prentice Hall.
- Watson, S. T., & Steege, M. W. (2003). *Conducting school-based functional behavioral assessments: a practitioner's guide*. New York: Guilford Press.

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The instructor reserves the right to adjust this Syllabus at any time.

APPENDIX A
GUIDELINES USED IN THE DEVELOP OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

Florida Educator Accomplished Practices

EAP#2: Communication

Uses effective communication techniques with students and all other stakeholders.

EAP#5: Diversity

Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs and socioeconomic background.

EAP#7: Human development and learning

Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal and social development of all students.

EAP # 9: Learning Environment

Develops an environment conducive to learning.

EAP # 11: Role of the teacher

Works with various educational professionals, parents, and other stake holders in the continuous improvement of the educational experiences of students.

Florida Subject Area Competencies: ESOL

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural background of students.

Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents and the school setting.

INTASC Standards:

Principle #1: The teacher understands the central concepts, tools of inquiry and structures for the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who seeks out opportunities to grow professionally.

Reference List:

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Scoring Rubric for Critical Assignment: EDG 6408

Name: _____

Date: _____

Overall Rating / Points Earned: _____ / 80

Results of this Critical Assignment: ___ Exceeds Expectation ___ Meets Expectation ___ Does not Meet Expectation

Florida Educator Accomplished Practice: Standard 9

Indicator: 9.2 Develops an environment conducive to learning

| Components | Exceeds Expectations 90-100% | Meets Expectations 89-73% | Does Not Meet Expectations <73% |
|------------------------|---|--|--|
| Content (60 points) | Classroom management plan addresses and articulates all components of the plan including: <ul style="list-style-type: none"> • statement of <u>philosophy</u> that includes cultural considerations and at least 2 research citations • delineation of <u>class rules</u> • delineation of <u>classroom procedures</u> to facilitate the classroom rules, • <u>consequences</u> for behavior (+ and -) • description of how <u>plan will be taught /explained</u> • <u>incorporation of school or community</u> activities as part of the plan. | Classroom management plan addresses and articulates all components of the plan including: <ul style="list-style-type: none"> • statement of philosophy that includes cultural consideration • delineation of class rules with explanation for students, • delineation of classroom procedures to facilitate the classroom rules, • consequences for behavior • description of how plan will be taught / explained | Classroom management plan does not include all of the elements specified |

| | | | |
|---|--|---|---|
| <p>Mechanics (10 points)</p> | <p>Standard grammar, punctuation, tense, and person-first language is <u>consistently applied</u>. Include pagination, running header (name/date)</p> | <p>Correct grammar, punctuation, and person-first language is <u>mostly used</u>.</p> | <p>Correct grammar, punctuation, and person-first language is <u>inconsistently applied</u>.</p> |
| <p>Graphic Presentation (10 points)</p> | <ul style="list-style-type: none"> • Plan is <u>typed</u> • <u>innovative presentation</u>: headings, citations, APA format • <u>creativity</u>, and/or evidence of application | <ul style="list-style-type: none"> • Plan is <u>typed</u> • evidence of a <u>professional presentation</u>: headings, citations, APA format | <ul style="list-style-type: none"> • Plan is not typed and/or • does not typify professional presentation |

**EDG 4419
CLASSROOM PRESENTATION**

Name:

Date of presentation:

| Criteria | | | | | Points |
|--------------------------|---|--|--|---|---------------|
| | 1.0 | 2.0 | 3.0 | 4.0 | |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Content Knowledge | Student does not present on a significant portion of components of CMP, does not have grasp of information, and cannot answer questions about subject. | Student presents on less than half of required components of CMP, is uncomfortable with information and/or is able to answer only rudimentary questions. | Student presents on most of the required components of CMP and/or is at ease with content, but fails to elaborate. | Student presents on all required components of CMP and demonstrates full knowledge with explanations and elaboration. | |
| Visuals | Student used no visuals. | Student occasional used visuals that rarely support text and presentation. | Visuals related to text and presentation. | Student used visuals to reinforce screen text and presentation. | |
| Mechanics | Student's presentation had four or more spelling errors and/or grammatical errors. | Presentation had three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Delivery | Student mumbles, incorrectly pronounces terms, speaks too quietly for students in the back of class to hear, and does not adhere to 5-10 minute time frame. | Student incorrectly pronounces terms, audience members have difficulty hearing presentation, and/or does not adhere to 5-10 minute time frame. | Student's voice is clear, pronounces most words correctly, and adheres to 5-10 minute time frame. | Student used a clear voice and correct, precise pronunciation of terms, and adheres to 5-10 minute time frame. | |
| TOTAL | | | | | |

Teacher Interview Scoring Profile – 50 Points

Name _____

Teacher A

| | |
|--|----|
| A brief biography of the teacher (3) | /3 |
| How they developed their management plan (3) | /3 |
| Key elements of their plan (3) | /3 |
| Goals for students in their plan (3) | /3 |
| How they teach/explain their plan to students and parents (3) | /3 |

Teacher B

| | |
|--|----|
| A brief biography of the teacher (3) | /3 |
| How they developed their management plan (3) | /3 |
| Key elements of their plan (3) | /3 |
| Goals for students in their plan (3) | /3 |
| How they teach/explain their plan to students and parents (3) | /3 |

Compare / Contrast Teacher A & B

| | |
|--|----|
| How they developed their management plan (2) | /2 |
| Key elements of their plan (2) | /2 |
| Goals for students in their plan (2) | /2 |
| How they teach/explain their plan to students and parents (2) | /2 |

| | |
|-------------------------|------------|
| Reflection (8) | /8 |
| Followed directions (4) | /4 |
| TOTAL | /50 |