School of Education  
Department of Middle Grades, Secondary and Specialized Subjects  
Phone (910) 672 - 1181

SYLLABUS  
Advanced Management of Learning Environments  

Course Number: SPED 580-D1  
(3 credits)

"The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society."

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| Semester: Fall 2014 |
| Course Location: Online |
| Meeting Day &Time: Online |
| Office Hours:  Tues. 12 – 6, Wed. 9 - 11 |
| Office Location: Butler 248 |
COURSE DESCRIPTION

Emphasis on effective behavior analysis techniques for intervening in the environments of exceptional children to increase learning. Includes examination and application of various models, approaches and techniques to provide positive behavioral supports for students and prevent discipline problems, where possible. Emphasis will also be placed on self-management and development of appropriate social-emotional skills.

TEXT AND READINGS


Additional readings will be assigned within the course Blackboard site.

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

Description

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are
accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning.Candidatesincorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidateswill use that knowledge to help students learn, achieve, and succeed in life.</td>
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**FSU LEARNING OUTCOMES AND NC STANDARDS**

**Special Education – Initial Learning Outcomes (by 12/5)**

- Candidates will be able to demonstrate their understanding of the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
• Candidates will be able to produce evidence of their knowledge and analysis of the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
• Candidates will be able to exhibit their depth of understanding, research and strategies related to how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.
• Candidates will be able to create products of learning that show activity and resourcefulness in seeking to understand how primary language, culture, and familial backgrounds interact with an individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options.
• Candidates will be able to facilitate learning for their students through a repertoire of evidence- and research based instructional strategies and technologies used to individualize instruction for individuals with exceptional learning needs.
• Candidates will be able to lead in their profession by creating learning environments for individuals with exceptional learning needs that foster a school cultural of understanding, safety and emotional well being, positive social interactions, and active engagement of all individuals.
• Candidates will be able to reflect and use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as collaborate with specialist in order to adjust instruction in response to ongoing learning progress.

Learning Outcomes: Special Education – Advanced (by 12/5)

• Special educators at the advanced level will be able to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership in public schools and in the profession.
• Special educators at the advanced level will be able to advocate and apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs and services.
• Special educators at the advanced level will be able to discuss, in depth, models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education.
• Special educators at the advanced level will be able to design and implement research activities to evaluate the effectiveness of instructional practices, information and assistive technology, and to assess progress toward the organizational vision, mission, and goals in public schools as well as in the profession.
• Special educators at the advanced level will be able to reflect and demonstrate a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs.
• Special educators at the advanced level will be able to plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice in public schools and in the profession.

SPED 580 is designated to review Developing level Learning Outcomes for the required Case Study Evidence completed in SPED 647. See Developing Learning Outcomes below:
Developing Level Learning Outcomes (by 12/5)

- states or implies the writer’s position or thesis; shows control in the organization and development of ideas; explains some key ideas, supporting them with adequate reasons, examples, or details; displays adequate use of language; shows control of grammar, usage, and mechanics

- describes steps followed in conducting the study

- provides a population sample that indicates its size and major characteristics (e.g., age, grade level, ability level, and socioeconomic status)

- describes the meeting and assistance for teachers and/or parents in implementing recommended interventions

- demonstrates how teachers contribute to students’ progress toward high school graduation by following the North Carolina Standard Common Core Standards and Essential Standards; uses data to identify the skills and abilities of students; describes the characteristics and importance of a safe and orderly classroom environment; understands positive management of student behavior (e.g., strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint)

- uses a variety of data for short- and long-range planning of instruction; monitors and modifies instructional plans to enhance student learning;

- interprets data on student progress accurately and can draw appropriate conclusions

- identifies data sources to improve student's learning

**SPED 580** is designated to review Developing level Learning Outcomes for the required Professional Collaboration Evidence completed in SPED 470 or 600. See Developing Learning Outcomes below:

Developing Level Outcomes: Professional Participation Project (by 12/5)

- states or implies the writer’s position or thesis; shows control in the organization and development of ideas; explains some key ideas, supporting them with adequate reasons, examples, or details; displays adequate use of language; shows control of grammar, usage, and mechanics, but may display errors; evidence of style, in-text and bibliographic formatting.
• attends professional learning activities (workshops/seminars in MSSS, SOE, FSU, and LEA’s).

• recognizes the need and identifies opportunities for professional growth

• understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools

• attends required or expected activities for professional growth

NC Professional Standards Used in Course | NC Core Standards | CEC Common Core Standards; NCATE Standards | Assessments
---|---|---|---
X | 1. Teachers demonstrate leadership. | # 9 Professional and Ethical Practice; # 10 Collaboration | Group Discussion
X | 2. Teachers establish a respectful environment for a diverse population of students. | # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions | Group Discussion
X | 3. Teachers know the content they teach. | #3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions | Group Discussion
X | 4. Teachers facilitate learning for their students. | # 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity | Group Discussion
X | 5. Teachers reflect on their practice. | # 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions | Group Discussion

**MASTER’S DEGREE STANDARDS**

**Standard 1: Teacher Leadership**
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.

Teacher leaders will know and be able to:

• Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
• Facilitate mentoring and coaching with novice teachers.
• Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
• Participate in professional learning communities.

### Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Teacher leaders:
• Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
• Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
• Facilitate and model caring and respectful treatment of individuals within the learning community.
• Demonstrate knowledge and understanding of diverse world cultures and global issues.
• Encourage high expectations for all students.
• Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Teacher leaders:
• Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
• Model the integration of 21st century content and skills into educational practices.
• Develop relevant, rigorous curriculum.

### Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Teacher leaders:
• Seek out and use existing research to inform school practices.
• Design action research to investigate and improve student learning and school policies and practices.
• Model technology integration that supports student learning.
• Critically analyze student and school performance data to determine needs and plan
instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

**Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.

Teacher leaders:
- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.

**SPED: General Curriculum Standards**

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students’ reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students’ written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students’ mathematics performance through analysis of error patterns and an
understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).

- Use age appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

**Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.**

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.
• Know how to establish rules and procedures that convey behavioral expectations.
• Demonstrate how to teach social skills using explicit and systematic instruction.
• Demonstrate competency to conduct and analyze a functional behavior assessment.
• Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
• Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum**

Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

• Demonstrate effective communication strategies
• Establish effective interagency collaboration with adult service providers
• Model evidence based variations of co-teaching
• Collaborate and consult with interpreters, translators and other related / adult service providers.
• Maintain confidentiality
• Provide effective paraeducator supervision

**Advanced SLD**

**Standard 2: Twenty first century teachers use research-verified instructional strategies to improve academic and behavioral outcomes for students with learning disabilities.**

Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and instruction for students with learning disabilities.

• Promote the use of intervention strategies to address basic needs of children and ensure access to the general curriculum
• Provide explicit and direct instruction
• Assist students in using self-monitoring strategies
• Assist students in making transitions throughout school levels and to post secondary environments

**Advanced ID**

**Standard 3: Teachers utilize data and specialized teaching strategies to provide instruction across a variety of curricula, environments, and people.**

Teachers demonstrate their understanding of how to provide a comprehensive series of daily instructional lessons. They know how to utilize augmentative/alternative communication equipment to develop skills and promote student learning. They provide motivating tasks and actively engage all students. The classroom is well managed and an appropriate learning environment.

• Know the North Carolina Standard Course of Study including the Occupational Course of Study and the Extended Content Standards
• Provide direct instruction in adaptive skills (e.g. Communication, Social, Daily Living)
- Use methods and assistive technology to enable students to learn and communicate effectively (including creating and customizing assistive technology devices)
- Use a variety of materials and equipment to increase generalization of skills and promote student independence across environments
- Create stimulating learning environments, which promote active student participation and engagement
- Structure, direct, and support the activities of Para educators
- Select, adapt, and use assessment tools, instructional strategies, and materials according to characteristics of students with intellectual disabilities
- Manage schedules, materials, resources, and people to maintain an appropriate learning environment that allows for the successful integration of related services
- Use formative and summative assessment to inform instruction

**Advanced SED**

**Standard 2: Twenty first century teachers know how to collect, analyze, and use behavioral and academic data that will assist in instructional planning and decision-making.**

The identification of skill deficits requires teachers to collect, analyze, and use behavioral/academic/observational data, information from student and family interviews, and data from other types of assessments. It is important that deficits be identified early to ensure that instruction is provided when it can be of most benefit. It is also important that teachers appreciate the developmental, cultural and learning problems that may either confound or complicate the behavioral and emotional problems being displayed by students.

- Use and interpret a variety of behavior rating scales and academic assessments to inform instruction, document student progress, and make educational decisions
- Collect and analyze observational data in the classroom and other school settings
- Conduct student and family interviews and interpret data for instructional planning
- Conduct functional behavioral assessments (FBAs) to design, implement and evaluate behavior intervention plan (BIPs)
- Recognize and articulate family/community strengths and use those strengths to develop and implement effective IEPs

**Standard 3: Twenty first century teachers use effective classroom management skills and research verified instructional strategies to improve behavioral and academic outcomes for students with emotional disabilities.**

Teachers must be skilled in the use of positive behavior supports (PBS) to create classroom environments that support appropriate behavior. They must employ specific behavior supports that teach needed social skills and address the more severe behavioral needs of students. Teachers know the Standard Course of Study and demonstrate an understanding of classroom research. They use this information to inform planning and provide instruction for students.

- Teach rules and routines to explicitly convey behavioral expectations
- Use behavioral interventions (i.e., positive reinforcement, negative reinforcement) to promote appropriate behavior
- Use research-verified instructional strategies to address student needs and ensure access to the general curriculum
- Task-analyze complex academic tasks
- Provide explicit and direct instruction
• Assist students in using self-monitoring strategies
• De-escalate aggressive behavior and avoid coercive interactions (e.g., power struggles)
• Develop a crisis plan to ensure the safety of all involved with a violent or disruptive behavior

Standard 5: Twenty first century teachers demonstrate the capacity to collaborate effectively with families and professionals and advocate for services and resources required to address the educational needs of students.
Teachers demonstrate the importance of collaborating with families, school, and the community to advocate for services and resources for children.

• Demonstrate effective communication strategies with family and community members, and professionals in agencies involved with service delivery in a wraparound system
• Appreciate family diversity
• Know research-verified approaches for linking schools and families with the community
• Demonstrate the capacity to collaborate and consult with families, school personnel, and professionals in community agencies

Standard 6: Twenty first century teachers know early intervention research regarding social and emotional development and advocate for services for children with persistent behavioral problems.
Teachers recognize the importance of knowing early intervention research-verified practices for students with persistent behavioral problems.

• Demonstrate skill in helping students form and maintain relationships with others
• Demonstrate knowledge of how to approach young children who are socially withdrawn, aggressive and/or demonstrate persistent behavior problems
• Utilize strategies to promote social competence, social role formation and maintenance, and prosocial behavior

* Students must be familiar with the Common Core State and NC Essential Standards Curriculum (available from http://www.ncpublicschools.org/acre/standards/; see also Support Tools links for both areas)
* One group of students with unique educational needs that has come under increasing focus in today’s world of global conflict, much of which involves US troops, is that of children who have close military connections. A short list of available resources is provided below:

REQUIREMENTS

Class Attendance/Discussion Board: Students will sign in to the course site regularly and participate in group online discussion through the Discussion Board on Blackboard (7 Prompts to answer and reflect on two other classmates answers)

Unit/Lesson Assignments: Students will complete 4 course units (Unit 1=lessons 1-15; Unit 2=lessons 1-2; Unit 3=lessons 1-2; Unit 4=1 lesson). For each lesson, students will complete activity assignments and receive points toward the final grade. See Blackboard Course Info., Assignment Schedule and Points Assignment). Each Unit with accompanying lessons and assignments are fully explained in Blackboard, Course Documents.
Overview of Assignment Topics
Discussion Board Prompts #1-7
ABA Definitions
Behavioral Objective
Time Out
Back-Up Resources
Assertive Discipline
Case Study Analysis
Consequences
Class Meeting
Frequent Misconceptions
Key Concepts
Parent Scenario
Web Search
Legal Resources
Fights
Violence/Bullying
Prevention
FBA Questions
PBS
Parent Involvement
Col. Applied Res.
Dispositions
Parents
Culminating Project

EVALUATION

The course grading is based on accumulated points. Points may be accumulated by completing assignments (see above and Blackboard Course Information, Assignment Schedule and Points Assignment). [Points are assigned based on quality of student products. It should be noted that all assignments should be completed to receive any grade in the course.] The points accumulated translate to a letter grade at the end in the following manner:
A 92-100 % of points = A
B 83-91 % = B
C 73-82 % = C
F 73 % or less (Academic Failure)
I *=See new grading policy attached to end of this syllabus;
FN* = Failure due to not attending; See new grading policy attached to end of this syllabus following the references section

Total Possible Points=1000

NOTE: Students who cannot complete the course are expected to withdraw themselves according to the dates in the University calendar and in accordance with University regulations. Failure to do so may result in an F grade and removal from graduate school. No Incomplete grades will be given except for emergencies occurring near the end of the
semester at the instructor’s discretion. Final grades are based upon completion of all assignments.

COURSE OUTLINE WITH ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Topics—See Course Documents</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
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<tr>
<td>Lesson 1-Discipline, Teacher Power, Systems of Management</td>
<td>See Blackboard</td>
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<tr>
<td>Lesson 2-The Behavior Analysis Model</td>
<td>Course Information</td>
</tr>
<tr>
<td>Lesson 3-Tools for Teaching: Discipline, Instruction, and Motivation</td>
<td>(Course/Assignment Schedule)</td>
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<td>Lesson 4-Assertive Discipline</td>
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<td>Lesson 5-Cooperative Discipline</td>
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<td>Lessons 6/7-Discipline</td>
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<td>Lesson 8-Teacher Effectiveness</td>
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<td>Lesson 9-Discipline Preferences</td>
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<td>Lesson 10/11/12-Legal and Social Issues</td>
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<td>Lesson 13-Student Violence</td>
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<td>Lesson 14-Prevention</td>
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<td>Lesson 15-Parents/Families</td>
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<td><strong>Unit 2</strong></td>
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<td>Lesson 1-Resource Collection</td>
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<td>Lesson 2-Resource Dissemination</td>
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<td><strong>Unit 3</strong></td>
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<td>Lesson 1-Self-Assessment of Dispositions</td>
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<td>Lesson 2-Self-Assessment/Parent Interaction</td>
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<td><strong>Unit 4</strong></td>
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<td><strong>Culminating Project</strong></td>
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INSTITUTIONAL GUIDELINES

**Academic Integrity:** Dishonesty in Academic Affairs
Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  
Fayetteville State University Undergraduate Catalog pg. 85

**Behavior in the Classroom**
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and
demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student's final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

Class Attendance
Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

During the first half of the semester/term, faculty will assign an interim grade of "EA," Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted
against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**

A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the *Request for Class Absence Due to Required Religious Observance* form and submit it to the Center for Personal Development.

B. If the student has provided the *Request for Class Absence Due to Required Religious Observance* form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student's instructors of the student's approved absence.

C. The Center for Personal Development shall also be responsible for denying a student's request should the student have exceeded the student's two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student's instructors. The instructor will evaluate the student's request according to the guidelines in the course syllabus regarding excused absences. If the student's request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**

A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

**Withdrawal from Class**

Complete the form available on the registrar's website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return completed form to Registrar's office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as "F".

**Withdraw from the University**

Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar's website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

**Disabled Student Services**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for
FSU Policy on Electronic Mail
Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

Inclement Weather
We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

Register your phone for emergency text alerts (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone,

Go to the FSU Bronco Alert Emergency Message Sign-Up page.
Enter your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

REFERENCES

SELECTED BIBLIOGRAPHY

ON-LINE RESOURCES

PBIS Web site
http://www.pbis.org/main.htm

Creating a Positive Climate: Parent Involvement
http://www.indiana.edu/~safeschl/ParentInvolvement.pdf

Honor Level System
http://www.hohorlevel.com
Behavior and Social Skills (numerous articles)
http://www.ldonline.org/indepth/behavior

Classroom Management (numerous articles)
http://www.ldonline.org/indepth/classroom

Positive Behavior Plan
http://www.bridges4kids.org

Overview of Collaborative Consultation
http://www.coe.unt.edu/rademacher/edsp5210/5210lecturenote/CollabOverview/CollaborationOverview.ppt

A Guide to the IEP

Developing Positive Behavior Interventions

TEXTS

Managing Classroom Behaviors: A Reflective Case-Based Approach, 5/E
Kauffman, Pullen, Mostert & Trent (2010, Merrill)

Functional Assessment: Strategies to Prevent and RemEDIATE Challenging Behavior in School Settings, 3/E
Chandler & Dahlquist (2010, Merrill)

Classroom Management: A Proactive Approach, 2/E
Henley (2010, Merrill)

OTHER RESOURCES


Rick Lovoie DVD Series: How Difficult Can this Be?: Last One Picked, First One Picked On; When the Chips are Down. http://www.ldonline.learningstore.org/allproducts.html