FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

Course Title: EDUC 6746
Learning Environment and Effective Management of Teaching and Learning

Professor:

E-mail:

Office Phone:

Office:

Office Hours:

Course Description:


A. NJPST Standards

Standards available at http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard One: Subject Matter Knowledge
Standard Two: Human Growth and Development
Standard Three: Diverse Learners
Standard Four: Instructional Planning and Strategies
Standard Five: Assessment
Standard Six: Learning Environment
Standard Seven: Special Needs
Standard Eight: Communication
Standard Nine: Collaboration and Partnerships
Standard Ten: Professional Development

Standard Eleven: Professional Responsibility Available at:
http://www.state.nj.us/education/profdev/profstand/revisions.pdf

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Differences
Standard 4: Instructional Strategies
Standard 5: Learning Environments and Social Interactions
Standard 6: Language
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practices
Standard 10: Collaboration

C. New Jersey Core Curriculum Content Standards (NJCCCS): Available at: https://www13.state.nj.us/NJCCCS/

Standard 2: Comprehensive Health and Physical Education
Standard 8: Technology
Standard 9: 21st-Century Life and Careers

D. Common Core State Standards

All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at: http://www.corestandards.org/

Essential Questions:

1. What are the differing ways of learning of individuals with exceptional learning needs?

2. What is the impact of a learner’s academic and social abilities on instruction and career development?

3. In what ways do the social and emotional characteristics of individuals with learning disabilities impact on their self-esteem?

4. What are the basic classroom management/learning theories and strategies for individuals with exceptional learning needs??
Course Outcomes Derived from Essential Questions:

- Describe the range of behavioral challenges demonstrated by students with disabilities, including social skill difficulties.

- Identify and describe school and classroom climate variables relevant to the education of students with disabilities.

- Define and apply positive behavioral supports and interventions.

- Develop a functional behavioral assessment and a related behavior intervention (support) plan.

- Develop a self-monitoring, self-management system to address social skill development.


REQUIRED NOVELL AND WEBCAMPUS (BLACKBOARD) ACCOUNTS
All students in this course are required to obtain an FDU student web mail account in order to access the Blackboard (on-line) component of this course. In order to access WebCampus, you must have a Webmail account and be officially registered for classes.

If you have a FDU Webmail Account, your username and password for WebCapmus are identical to your Webmail username and password (e.g. roberta1@fdu.edu). Please note: there will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus. Passwords must be 6-8 characters in length and are case-sensitive (i.e. capitalization counts)

If you do not have a Webmail account, you must first create your webmail account at http://alpha.fdu.edu/edtech and click on student resources for specific information. Click on “Create New Account” and follow the on-line instructions. There will be a delay of up to 36 hours after creating a Webmail account before you can access WebCampus.

If you are having trouble creating your Webmail account or logging into WebCampus, please contact the FAIRLEIGH DICKINSON UNIVERSITY Technical Assistance Center (FDUTAC) at 973-443-8822 or email at fdutac@fdu.edu. Assistance is available 24 hours a day for WebCampus users.

To access Blackboard:
WEBSITE: http://webcampus.fdu.edu
Click on Login on the top left of the screen
At this point, you will be asked for your username and password
Once you log in, scroll down to the box called My Courses. Click on EDUC 6746
From then on, you will be able to access the various components of the course.

Each student is required to obtain a webmail account in order to access Blackboard, which is a computer platform where course material will be posted.
## I. Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Performance Task</th>
<th>CEC/NJCCC/Standards NJPST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions</td>
<td>Chapter 1 Scheuremann &amp; Hall</td>
<td>Identify Case Study Student for Functional Behavioral Assessment and Behavior Intervention Plan</td>
<td>CEC Standards: CC2K2, CC2K5, CC2K6, GC2K4, CC3K1, CC3K2; CC5K2; CC5K3;</td>
</tr>
<tr>
<td></td>
<td>• Course Description</td>
<td></td>
<td></td>
<td>NJCCCS: 2, 9</td>
</tr>
<tr>
<td></td>
<td>• Course Syllabus: Topics and Assignments</td>
<td></td>
<td></td>
<td>NJPST:; 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 3.1, 4.3, 6.1, 6.2, 6.10, 7.3</td>
</tr>
<tr>
<td></td>
<td>• Key Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Psychological, social and emotional characteristics of individuals with mild disabilities and the educational implications of these characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guiding Principles of Behavior Management and Positive Behavioral Interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>• Guiding Principles of Behavior Management and Positive Behavioral Interventions (continued)</td>
<td>Chapters 7 &amp; 8 Scheuremann &amp; Hall, Pages 243-250</td>
<td>Assignment 1; Reflective Essay: Positive Classroom Climate/Learning Environment Essay Due Date: 10/6/11</td>
<td>CEC Standards: CC5K1; CC5K2; CC5K3; CC5K4; GC5K2; GC5K3; CC5K5; CC5S4; CC5S10</td>
</tr>
<tr>
<td></td>
<td>• Creating a Positive Learning Environment</td>
<td></td>
<td></td>
<td>NJCCCS: 2, 8, 9</td>
</tr>
<tr>
<td></td>
<td>• Prevention of Challenging Behavior through High-Quality Instruction</td>
<td></td>
<td></td>
<td>NJPST: 1.5, 1.6, 1.8, 1.9, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.1, 3.7, 3.10, 4.1, 4.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.9, 6.10, 7.2, 7.3, 7.7, 7.8, 8.1, 8.8, 9.1, 10.3, 11.7</td>
</tr>
<tr>
<td></td>
<td>• Use of Technology to Enhance Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 3 | Chapters 1 & 2 Scheuremann & Hall | CEC Standards: CC1K1; CC1K10; GC1K2; GC1K7; CC2K3; GC2K1; CC3K5; GC4K4; CC4S3; GC4S6; GC4S7; CC5K2; CC5K3; CC5K8; CC5S1; CC5S13; CC5S14; CC9K1; CC9S6; CC10K4  
NJCCCS: 2, 9  
NJPST: 1.5, 1.8, 2.2, 2.3, 2.6, 2.9, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.9, 3.10, 4.3, 6.1, 6.2, 6.10, 7.2, 8.2, 9.1, 9.6, 11.2, 11.5 |
| --- | --- | |
| Prevention of Challenging Behavior through High-Quality Instruction  
Prevention of Challenging Behavior through Culturally Responsive Practices  
Disproportionate Representation of Specific Racial/Ethnic Groups (Disciplinary Actions)  
Theoretical Learning and Behavior Models to Explain Challenging Behavior | Supplemental Reading References to be provided | |
| **Week 4** | **Chapter 10 Scheuremann & Hall** | CEC Standards: CC1K1; CC5K2; CC5K3; CC5S5; CC7K1  
NJCCCS: 2, 9  
NJPST: 2.9, 4.3, 5.1, 5.4, 5.5, 5.7, 6.1, 6.2, 6.10, 7.7, 10.3, 11.2 |
| Theoretical Learning and Behavior Models to Explain Challenging Behavior (continued)  
Reinforcement and Reinforcement Systems | Reflection on the Use of Reinforcement | |
| **Week 5** | **Chapter 10 Scheuremann & Hall** | CEC Standards: CC1K1; CC5K2; CC5K3; CC5S5; CC7K1  
NJCCCS: 2, 9  
NJPST: 2.9, 4.3, 5.1, 5.4, 5.5, 5.7, 6.1, 6.2, 6.10, 7.7 | **Assignment 2:**  
Self-Management/Self-Monitoring System focused on development of social skills  
Due Date: 11/3/11 |
| Out of Class Assignment | | |
| **Week 6** | **Chapter 11 Scheuremann & Hall** | CEC Standards: CC4S2; CC4S3; CC4S5; CC5K5; CC5S4; CC5S9; CC5S11; CC7S3; CC7S7; CC7S14  
NJCCCS: 2, 9  
NJPST: 2.7, 2.9, 3.10, 4.3, 4.4, 4.5, 4.6, 4.11, 5.1, 5.4, 5.5, 5.7, 6.1, 6.12, 7.7, 7.8, 8.5, 9.1, 11.2 |
| Reinforcement and Reinforcement Systems  
Social Skills Challenges of Students with Disabilities | Supplemental Reference Materials to be provided | |
| Week 7 | - Conducting a Functional Behavioral Assessment  
- Laws and policies regarding functional behavioral assessment and behavior intervention plans | Chapter 3 Scheuremann & Hall  
Supplemental Reference Materials to be provided | CEC Standards: CC1K1; CC1K2; CC7S4; CC8K1; CC8S1; CC8S2; CC8S4; CC8S5; CC8S6; CC8S7; CC10S2  
NJCCCS: 2, 9  
NJPST: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.1, 6.1, 6.2, 6.10, 6.12, 9.1, 9.4, 9.5, 11.2 |
| Week 8 | - Conducting a Functional Behavioral Assessment (continued) | Chapter 3 Scheuremann & Hall | CEC Standards: CC1K1; CC1K2; CC7S4; CC8K1; CC8S1; CC8S2; CC8S4; CC8S5; CC8S6; CC8S7; CC10S2  
NJCCCS: 2, 9  
NJPST: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.1, 6.1, 6.2, 6.10, 6.12, 9.1, 9.4, 9.5, 11.2 |
| Week 9 | - Behavioral Monitoring  
- Developing a Behavior Intervention/Support Plan | Chapters 3 & 4 Scheuremann & Hall  
Supplemental Reference Materials to be provided | Assignment 3 Functional Behavioral Assessment and Behavior Intervention/Support Plan  
Due Date: 12/1/11  
Assignment 4 Learning to Learn Reflection  
Due Date: 12/1/11 | CEC Standards: CC4S1; CC4S2; CC4S3; CC4S5; CC5K2; CC5K5; CC5K6; CC5S3; CC5S4; CC5S5; CC5S6; CC7K4; CC7K5; CC7S1; CC7S2; CC7S3; CC7S4; CC7S6; CC7S7; CC7S13; CC8K1; CC8S1; CC8S2; CC8S4; CC8S5; CC8S6; CC8S7  
NJCCCS: 2, 9  
NJPST: 4.1, 4.3, 4.6, 4.9, 4.10, 5.1, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.12, 7.2, 7.5, 7.6, 7.7, 7.8, 8.3, 8.5, 9.1, 9.4, 10.3, 11.2, 11.5 |
| Week 10 | - Developing a Behavior Intervention/Support Plan  
- Family Involvement in the Development of Behavior Intervention/Support Plans | Chapters 3 & 4 Scheuremann & Hall | CEC Standards: CC4S1; CC4S2; CC4S3; CC4S5; CC5K2; CC5K5; CC5K6; CC5S3; CC5S4; CC5S5; CC5S6; CC6K4; CC7K4; CC7K5; CC7S1; CC7S2; CC7S3; CC7S4; CC7S6; CC7S7; CC7S13; CC8K1; CC8S1; CC8S2; CC8S4; CC8S5; CC8S6; CC8S7; CC10K2; CC10K3; CC10S5; CC10S9; CC10S1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 10   | - Developing a Behavior Intervention/Support Plan  
      - Family Involvement in the Development of Behavior Intervention/Support Plans | NJCCCS: 2, 9  
NJPST: 4.1, 4.3, 4.6, 4.9, 4.10, 5.1, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.12, 7.2, 7.5, 7.6, 7.7, 7.8, 8.3, 8.5, 9.1, 9.4, 10.3, 11.2, 11.5 |
| 11   | - School-wide Positive Behavior Interventions  
      - School/Class Rules and Procedures | CEC Standards: CC1K1; CC1K6; CC2K5; CC5S1; CC5S3; CC5S4; CC5S5; CC5S6; CC5S10; CC5S11; CC5S12; CC5S13; CC5S15; CC7K4; CC7S1; CC7S7; CC7S8; CC7S9; CC7S13; CC8K3; CC8S8; CC8S9; CC9K4; CC10K1; CC10S3; CC10S7; CC10S8  
NJCCCS: 2, 9  
NJPST: 2.4, 2.5, 2.6, 2.8, 2.9, 3.2, 3.7, 3.10, 4.1, 4.2, 4.3, 4.6, 5.4, 5.7, 6.1, 6.2, 6.5, 6.7, 6.8, 6.9, 6.10; 7.3, 7.4, 7.7, 7.8, 8.1, 8.8, 9.5, 11.2, 11.5, 11.7 |
| 12   | - School-wide Positive Behavior Interventions and Response to Intervention  
      - School-wide Positive Behavior Interventions and Culturally Responsive Practices | CEC Standards: CC1K1; CC1K6; CC2K5; CC5S1; CC5S3; CC5S4; CC5S5; CC5S6; CC5S10; CC5S11; CC5S12; CC5S13; CC5S15; CC7K4; CC7S1; CC7S7; CC7S8; CC7S9; CC7S13; CC8K3; CC8S8; CC8S9; CC9K4; CC10K1; CC10S3; CC10S7; CC10S8  
NJCCCS: 2, 9  
NJPST: 2.4, 2.5, 2.6, 2.8, 2.9, 3.2, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3, 4.6, 5.4, 5.7, 6.1, 6.2, 6.5, 6.7, 6.8, 6.9, 6.10; 7.3, 7.4, 7.7, 7.8, 8.1, 8.8, 9.5, 11.2; 11.5, 11.7 |
| No Class | THANKSGIVING HOLIDAY | No Class |
| Week 13 | • Issues of Bullying and Harassment | Chapter 12 Scheuremann & Hall Reference Materials to be provided | CEC Standards: CC1K2; CC1K4; CC5K8; CC5S1; CC5S7; CC5S11; CC5S13; CC5S14; CC6K3; VV9K1; CC9S6 NJCCCS: 2, 9 NJPST: 3.1, 3.4, 3.5, 3.6, 3.7, 6.5, 6.6, 6.7, 6.8, 6.9, 7.4, 8.2, 8.8, 9.6, 9.8, 11.2, 11.5, 11.7, 11.11 |
| Week 14 | • Review for Final Exam | |
| Week 15 | • Final Exam | |

II. Assignments

**Assignment 1:** Positive Classroom Climate/Learning Environment Essay

15 points Due Date:

Based on class discussion, textbook readings, and independent research, prepare a reflective essay, describing five features of the classroom climate/learning environment you believe are most influential in affecting the learning performance of students with disabilities. Provide references for each of the five learning environment variables.

**Assignment 2:** Design a Self-Management/Self-Monitoring Intervention System

15 points Due Date:

Design a self-management/self-monitoring intervention system focused on the development of social skills for a student with disabilities. Describe how the self-management system increases the student's capacity for self-reflection and self-monitoring.

**Assignment 3:** Functional Behavior Assessment and Behavior Intervention Plan

30 points Due Date:

Design and implement a functional behavior assessment for one student in your class, identifying 3 potential target behaviors that could be modified and develop a behavior intervention plan that is responsive to the target behaviors.

Prepare a narrative reflection discussing the value of data based decision making regarding the identification of target behaviors and the selection of interventions. Describe how the development of a functional behavior assessment and behavior intervention plan contributed to your professional growth in relation to
the New Jersey Professional Teaching Standards and the benefits and challenges encountered completing the tasks. (Learning to Learn Rubric)

Assignment 4: Reflective Essay (Learning to Learn Rubric)
15 points

Due Date:

Discuss the value of data-based decision making regarding the identification of target behaviors and the selection of interventions.

Final Exam: Essay 25 points

NOTE: Rubrics for each assignment will be posted on Blackboard and reviewed in class.

III. Grading and evaluation policies

1. Grades: 95 and above = A; 90-94 = A-; 87-89=B+; 83-86=B; 80-82=B;
   77-79=C+; 73-76=C; Below 73=F

2. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by an university employee.

3. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

I. Degree Requirements and Academic Probation:

The MA in Learning Disabilities Program requires a minimum 3.25 GPA for retention in the program and for graduation.

Students whose GPA falls below a 3.25 will be placed on probation for one semester. If the GPA does not reach a 3.25, the student will be asked to withdraw from the program.

A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

II. Recommended additional/supplemental readings

May be provided during the semester

III. Recommended related websites


IV. FDU, School of Education, and Instructor policies

A. Attendance
Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress.

B. FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Additional information regarding the FDU Academic Integrity Policy can be found at: http://www.fdu.edu/academic/1012bulletin/005-049.pdf

C. Graduate Programs – Grading and similar policies

Grades:

Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

1. Repeat Courses: The Learning Disabilities Program does not permit students to repeat courses.

V. Student Academic Services

A. The University attempts to meet the needs of all students with special needs. On the Metropolitan Campus, The Office of the Provost coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.
B. If special accommodations are required, contact the Provost as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

VI. Policy on course completion

A. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office.

B. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

VII. Instructor-specific policies

Disclaimer:
This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

VIII. References
