COURSE:        EDUC 7763  Human Relations and Conflict Resolution for Educators

DAY/TIME:        

INSTRUCTOR:        

Office Hours:        

EMAIL:        

Telephone:        

COURSE DESCRIPTION

This course:

This course provides a theoretical and practical framework for decision-making, social problem solving, conflict resolution and mediation in the classroom and school environment for both students and adults. The theoretical knowledge base emphasizes the sociological and psychological aspects of human behavior. Varied learning activities will develop skills and techniques that address preventative measures to minimize conflict and mediate conflict situations when they occur. The course emphasizes conflict resolution strategies as an intervention, and learning experiences that promote development of character and social responsibility, productive social interactions and collaboration.

School of Education Mission Statement

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

SOE Claims

We believe our candidates are:

1. **Qualified to teach subject matter knowledge.**
   
   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).

2. **Competent in pedagogical knowledge.**
   
   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2,3,4, 5, 6,
3. Caring

We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

Course Standards

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards and the NJ Core Curriculum Content Standards (NJCCCS) that can be found at http://www.state.nj.us/education/cccs/. This course also supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

New Jersey Professional Standards for Teachers

Standard One – Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9.

Standard Two – Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development. 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

Standard Three – Diverse Learners. Teachers shall understand the practice of culturally responsive teaching. 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Standard Four – Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12

Standard Five - Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. 5.3, 5.4, 5.5

Standard Six - Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12
Standard Seven - Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students. 7.3, 7.7, 7.8

Standard Eight - Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8

Standard Nine - Collaboration & Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being. 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9

Standard Ten - Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process. 10.1, 10.2, 10.3, 10.4, 10.5

Standard Eleven - Professional Responsibility – Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. [11.2, 11.3, 11.4, 11.5, 11.6]

New Jersey Core Curriculum Content Standards

Language Arts Literacy

3.3 Speaking--All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.4 Listening-- All students will listen actively to information from a variety of sources in a variety of situations.

3.5 Viewing and media literacy--All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

Social Studies

6.2 Civics--All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Technological Literacy

8.1 Computer and information literacy-- All students will use computer applications to gather and organize information and to solve problems.

Career Education and Consumer, Family, and Life Skills

9.2 Consumer, Family, and Life Skills--All students will demonstrate critical life skills in order to be functional members of society.

TEAC claims addressed: 1) competent 2) caring.
COURSE OUTCOMES

Upon completion of this course, participants will be able to:

1. Demonstrate an understanding of the educational, psychological and social dimensions of classroom management and conflict resolution strategies recommended by the research literature for use in today's classrooms and schools.

2. Demonstrate increased understanding in terms of identifying, adapting and applying strategies designed for preventing or reducing bullying.

3. Demonstrate a theoretical and performance-based understanding of human behavior, effective communication and interpersonal skills.

4. Develop standards for encouraging appropriate student behavior, self-management, and social problem-solving in the classroom, school and the larger community.

5. Develop a comprehensive classroom management plan that articulates a thoughtful philosophy of classroom management, goals capable of implementing that philosophy, research-based plans of prevention, intervention and for encouraging students to develop social emotional learning, social decision making and problem solving skills.

6. Demonstrate an understanding of classroom management and conflict resolution strategies, and skill in using that understanding in self-management, managing the classroom and working collaboratively with important stakeholders (for example, parents, guardians, families, community members, etc.).

7. Demonstrate an understanding of effective human relations and management skills for serving as a teacher/leader in the school and as a member of a professional, collaborative team.

Required Texts:


EDUC 7763 Human Relations and Conflict Resolution for Educators
revised 6/12/2012 r/k
Recommended Texts


*White House Conference on Bullying* (2011), Selected conference papers.

**TOPICS AND ASSIGNMENTS SCHEDULE:**

CLASS #1:

- COURSE OVERVIEW
- THE ROLE OF CLASSROOM MANAGEMENT IN PREVENTING BULLYING
- REGARDING READINGS, FOR THIS AND EVERY WEEK:
  - Each student is responsible for completing the reading assignments and completing a, “Readings journal” entry as a “Do Now” at the beginning of class. Typically, this activity will be structured as a “Think-Pair-Share.” Your entry:
  - Might show a range of reactions to the readings, for example: “Wow” for ideas or arguments that impressed you; an “Oh No!” for ideas of arguments with which you disagree, and a “Hmmm ...” for ideas or arguments that you would like to know more about.
  - Should focus on key issues raised in the readings and serve as a resource for you and your classmates as you develop your major class “Tasks” or projects.
  - Should document and illustrate your evolving understanding of course content.

**TEAC claims addressed by this task:** 1) competent, 2) caring

- In completing at least one Jones & Jones (end of chapter) or other learning activities each week:
  - Be sure to **show your name and the activity number at the top of your paper** (e.g., Activity 5.2);
  - You may modify activities in any way that makes them more doable, appropriate or valuable for you:
    - There will be some activities you might find difficult to complete (e.g., some require you to have a class). Do not worry; you may modify any activity in any way that will make the activity doable and useful to you. **Simply note at the top of your paper that you are modifying the activity and briefly describe the modification** you are making (e.g., Activity 5.2, Modified (I do not have a class. I will take the key ideas involved in this activity and apply them to a 6th grade class I worked with last semester in my Field Experience II class)).

**TEAC claims addressed by this task:** 1) competent, 2) caring

- **ASSIGNMENT (DUE FOR NEXT CLASS):**

CLASS #2:

Historical factors correlated with the achievement gap
School factors correlated with the achievement gap
Social factors correlated with the achievement gap
School disciplinary policies, educational opportunity, and educational equity
Assumptions underlying comprehensive classroom management
Developing your philosophy of classroom management
Bullying behaviors in K-12 schools


CLASS #3:

Research and theory related to addressing students’ basic psychological needs: the need for order, caring, safety, competence, and self-efficacy
The role of culturally responsive teaching practices in promoting safety, order, and learning in the classroom
Does all behavior have a function?
Enhancing school attachment, engagement, and learning through social emotional learning and character education.
“Social-Ecological Problems Associated with Bullying Behaviors”


CLASS #4:

Effective teacher – student relationships as a cornerstone of prevention
Teacher expectations, behaviors, attitudes, and student behavior
Understanding Bullying as a Social Relationship Problem
Communicating caring and support
Promoting students’ social emotional learning (SEL) skills: self-awareness, self-regulation, self-direction and motivation, empathy/ perspective taking, and social skills
Evaluating teacher – student relationships to capture data on classroom climate


CLASS #5:
Creating positive peer relationships as a cornerstone of prevention
Fostering diverse liking patterns
The role of collaborative learning and authentic assessment
Students who others perceive as “different:” bullying and students with disabilities, bullying and LGTBQ students, bullying and ethnic/religious/class minority students
Developing and Implementing an effective anti-bullying policy
Understanding and Applying the NJ Anti-Bullying Bill of Rights,”
Fostering the respect for differences through SEL and character education
Evaluating peer relationships to capture data on classroom/school climate


**Task 1 is due next week**

CLASS #6:
A brief history of the evolving role of parents, families and communities in U. S. education
A brief literature review of parental involvement
Helping parents to support student learning
Effective teacher – parent(s) relationships as a cornerstone of prevention
Creating similar expectations at school and at home
Effective methods for keeping parents and families informed
Positively engaging the parent(s) of ELL students
Helping parent(s) to recognize and address bullying
Bullying: Legal Issues for School Personnel
Evaluating teacher – parent contacts to capture data on classroom/school climate

**Task 1 is due**


CLASS #7:
Theories relevant to motivation: expectancy theory, achievement theory, resiliency theory, social-cognitive theory, self-determination theory
Addressing students’ academic needs to foster higher levels of academic engagement, persistence, and achievement
SEL, character education and students’ self-understanding and empowerment
“Using Your Own Resources to Combat Bullying”
Critiques/discussion of Elias et al. & Covey.


CLASS #8:

Effective rules, procedures, consequences, and democratic schools
Fostering a culture of caring and respect
Practical Strategies to Reduce Bullying
Critiques/discussion of Elias et al. & Covey.


CLASS #9:

Effective responses to irresponsible student behavior
Responding to major conduct violations that threaten safety or disrupt teaching and learning
Investigating and Responding to harassment, intimidation and bullying (HIB)
“The Impact of Technology on Relationships”
Cyber-bullying
Critiques/discussion of Elias et al. & Covey

**Task 2 – test examination on NJ Anti-Bullying Bill of Rights is due next week**

CLASS #10:

**Task 2 – in-class examination on NJ Anti-Bullying Bill of Rights**

CLASS #11:

Anticipation, prevention and problem solving as essential managerial skills
An overview of problem solving, systematic observation, and the scientific method
Gordon’s problem solving method
Think-Feel-Act
Glasser's 7 Steps
Classroom meetings
Evaluating Your Efforts
NJ Promising Practices with HIB initiatives
Critiques/discussion of Elias et al. & Covey


CLASS #12:

A review of the Search Institute’s “Developmental Assets”
Assumptions informing behaviorism
Steps in conducting an environment analysis/functional assessment
The role of self-instruction, self-monitoring, and social skills training in replacing unproductive behaviors
Teaching anger management
Planning and implementing HIB interventions
Basics of School wide Positive Behavior Support (PBS)


ACTIVITY -- TASK 3 IS DUE NEXT WEEK

Class 13:

• CRITIQUES OF ELIAS READINGS/DISCUSSION
• CRITIQUES OF COVEY READINGS/DISCUSSION

ACTIVITY: TASK 3 DUE

CLASS 14:

• TASK 3 PRESENTATIONS

CLASS 15:

• TASK 3 PRESENTATIONS
• COURSE CLOSURE/SUMMARY
CLASSROOM VALUES AND EXPECTATIONS

ATTEND ALL CLASSES.

You are an important member of our group. Beyond the vacuum your absence creates within our group, you miss the opportunity to participate in discussions and display your mastery of the week’s/course content. Nothing can be done to fill the vacuum your absence creates, but you do have an opportunity to demonstrate mastery of the missed session’s content. You will be required to complete, individually, weekly activities for the class that you miss.

1. In determining the final grade, 7% of your final grade is based upon attendance and class participation, and, 8% upon the completion of the “do now” and activity assignments each week in-class for a total of 15%.

- Attend and participate actively in class sessions.
- Complete all required readings. Demonstrate critical analysis of readings.
- Complete all performance tasks by their due dates. Plan your time carefully.
- Reflection and thoughtful analysis and commentary weigh heavily in the instructor's review of all work and class participation.
- When completing tasks, consider utilizing these complex thinking, collaboration, and habits of mind standards as you approach this course and your profession:
  - Use a variety of information sources; interpret and synthesize information.
  - Articulate relevant information, generalize from the information, and draw logical conclusions.
  - Develop and articulate a personal philosophy and theoretical orientation as a basis for your goals, standards and strategies.
  - Present sufficient and appropriate evidence to support your positions and the validity of your position.
  - Demonstrate creativity in development of strategies and procedures, which also reflect an understanding of the learning process, developmental needs of children, and the operational aspects of the classroom.
  - Demonstrate effective written and verbal communication in written reports, class discussions and presentations. Clearly explain your perspective and positions.
  - Demonstrate the ability to collaborate as a member of a group/team by actively working toward group goals and promoting effective group interaction and productivity.
- Assume responsibility for yourself and accept responsibility for your actions.
- Demonstrate social responsibility as indicated by concern for and providing assistance to others.
- Accept and provide constructive feedback. Seek advice.
- Commit to thoroughness and accuracy.
- Remain open-minded.
- Respect the feelings and levels of knowledge of others.
- Demonstrate self-directedness and determination in pursuit of answers and solutions.
- Push the limits of your own knowledge and ability. Seek highly challenging tasks. Work on tasks until completed. Commit to the highest standards of quality of work. Evaluate your own work in light of those standards.
• Take prudent risks and seek creative and unique solutions to problems.

**TEAC claims addressed by these tasks: TEAC claims addressed:** 1) competent, 2) caring, and 5) learning to learn.

**PERFORMANCE TASKS**

• **BE CAREFUL ABOUT SPELLING AND GRAMMAR. BOTH CONTENT AND MECHANICS WILL BE CONSIDERED IN GRADING.**

• Papers may be returned to students to be rewritten if they do not reflect sufficient effort and thoughtful analysis. Students who wish to improve their grade on a written assignment have the option to resubmit. The request to resubmit must be made within one (1) week of return of the assignment and be approved by the instructor.

• Type and double-space all assignments.

• Indicate the title of assignment, course name and section, instructor's name, your name and date of submission.

• Cite sources for ideas that are not yours using APA format.
  • Submit papers on the due date unless prior approval is given for good reason.
TASK #1: Exploring Classroom Management and Student Behavior Policies (25%).

- Personally interview one teacher and explain your reasoning for selecting this teacher/leader. Review district policies or other documents related to student behavior, classroom management (e.g., student code of conduct, standard operating procedures, descriptions of intervention programs). Use the focus questions provided below to guide your inquiry. Your final product will consist of:
  - 10 pages.
  - Use of the focus questions provided for this task. Use the questions as headings in writing your paper.
  - Set up your paper using the three sections shown below in the “Focus Questions” section
  - Summarize each response to each question, using this framework:
    - Question: xxxxxxxx
    - Interviewee #1: xxxxxx
    - Brief Interviewer Observation/Comment: xxxxxxxxxxx
  - Your final conclusions drawn from the interviews regarding student behavior and its implications for the classroom, teaching and learning.
  - NOTE: It is important for you to follow the suggested format closely. If possible, provide a copy of district/school documents that can be retained by course instructor.

  
  TASK #1 FOCUS QUESTIONS

Section 1: Document Review.

Provide basic information about the school context, the title, years of experience and other relevant information about the teacher you interviewed.

1) What did you discover about the structure(s) and documents the district/school established for maintaining/supporting an environment that prevents bullying and minimizes disruption to the learning process?

2) What do you believe are the strengths and weaknesses of the structure(s) and documents? Were there gaps? What could be done to improve the structure(s)/documents?

3) If you were a teacher in the school/district, would the structure(s) be sufficiently helpful?

Section 2: Interview Questions

4) What are the expectations and responsibilities for teachers related to classroom management and student discipline?

5) What is your personal philosophy and classroom policy regarding student behavior, discipline, and the infusion of social emotional learning and/or character education into class content?
6) What classroom organizational strategies and procedures do you use to maintain a classroom environment that minimizes disruptions of the learning process and promotes learning and student self-management?

7) What are some of the most difficult problems you encounter related to student behavior and discipline, and how do you deal with them: a) in the classroom?; b) in the school?; c) in other ways?

8) What specific strategies do you use in the classroom to prevent bullying and inappropriate behavior?

9) What special strategies or interventions do you use when a student behaves inappropriately and disrupts classroom instruction or routine?

10) What kind of support do you receive from other staff to assist you with preventing, or intervening in, student behavior/discipline problems (e.g., administrators, guidance staff, nursing staff, special education staff)?

11) What role do conflict resolution strategies have in your approach to classroom management?

12) Is student self-management and appropriate behavior formally taught and reinforced as part of the regular curriculum? If so, in what ways is this done? Are special materials used?

13) Is character education or social emotional learning addressed? If so, how?

14) What role do parents play in supporting your efforts to develop student self-management and appropriate behavior? How are parents involved when students behave inappropriately? How do you interact with parents to support you in the prevention of inappropriate behavior?

15) What advice would you give a new teacher as to: a) the skills, attitudes and strategies needed to establish a learning environment that minimizes disruption of the learning process; and, b) addressing inappropriate behavior in the classroom?

Section 3: Interviewer’s Conclusions

Briefly present your conclusions based upon what you found with regard to documents, policies, procedures, student behavior, classroom management, curriculum, teaching, and learning. Why was the purpose of this assignment? What did you learn from completing this exercise?

This task addresses NJPST #3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 5.4, 6.1, 6.2, 6.3, 6.6, 6.7, 6.8, 6.10, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 9.3, 9.8, 9.9, 10.1, 10.3, 10.4

This task addresses NJCCCS #3.3, 3.4, 3.5, 6.2, 8.1

TEAC claims addressed by this task: TEAC claims addressed: 1) competent, 2) caring
TASK #2: Examination based on the New Jersey Anti-bullying Bill of Rights PowerPoint and readings from Swearer et al (30%).

This task addresses NJPST #1.3, 1.5, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 7.3, 7.7, 7.8, 8.1, 8.2, 8.3, 8.4, 8.6, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4, 10.5

This task addresses NJCCCS #3.3, 3.4, 3.5, 6.2, 8.1, 9.2

TEAC claims addressed by this task: TEAC claims addressed: 1) competent, 2) caring

TASK #3: A Comprehensive Classroom Management Plan (30%).

- 8-10 pages, set your paper up according to the framework shown below.
- This project should build on the foundation you developed in completing your Tasks 2 and 3. It should take the knowledge you demonstrated in Tasks 2 and 3 and show how you will apply that knowledge. Your Task 4 should cover issues like who will do what, when, and how. Task #4 should also take the perspective of a caring teacher/leader.

- **Section 1: A Brief Statement of My Philosophy/Professional Orientation.**
  - Include the theoretical or research basis for your approach.

- **Section 2: My Goals for a Productive Learning Environment.**
  - Include your goals, objectives, resources for accomplishing goals and timeline or date for reaching your goals.

- **Section 3: How I Plan to Prevent Problems in My Classroom.**
  - Include how you will establish standards for appropriate student behavior.
  - Include how you will address individual differences
  - Include how you will establish group norms that support a collaborative learning environment.
  - Include how you will address physical environment variables.
  - Include how you will address learning environment variables (e.g., learning styles, instructional strategies, etc.).
  - Include what steps you will take to prevent bullying.

- **Section 4: How I Will Intervene When Problems/Crises Arise.**
  - Include the theoretical basis for your approach.
  - Include consideration of how you will clarify expectations, how you will communicate and reinforce expectations, how you will achieve agreement, and how you will employ consequences.
• Include how you will work with individual students, (e.g., behavioral strategies you will use such as behavior contracting, how you will consider individual differences such as cultural differences and/or learning ability differences, and how you will use problem solving (i.e., the steps you will follow as standard procedure) and social-cognitive skills training.
• Include how and when you will bring the group into the problem solving process.
• Include your interventions (and the rationale underlining them) for your approach to intervening and responding to evidence of bullying or bullying complaints.

• **Section 5: How I Will Build My Students Social Decision Making Skills over the Long-term.**
  • Include how you will use daily routines to support social decision-making.
  • Include how you will address transition/loose control points in the daily schedule that reflect the degree of internalization of the controls that students have learned (e.g., lunch periods, physical education periods, club periods, library periods).
  • Include how you will use curriculum and/or instructional strategies that support the development of students’ social decision-making skills, empathy, caring and respect.

This task addresses NJPST #1.3, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 7.3, 7.4, 7.7, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4, 10.5

Task #3 also addresses NJCCCS #3.3, 3.4, 3.5, 6.2, 8.1, 9.2

**TEAC claims addressed by task #3:** 1) competent, 2) caring

**CLASSROOM ACTIVITIES (8%)**

**Please use the following as guide when preparing the “do now” activities for each week.** Your team’s class presentations need to include coverage of at least these points. You may address other areas if you choose to. Jot as many or as few notes as you feel you need to help your team do a good presentation.

**READING/SOURCE:** ______________________________________
**CLASS #: __________ DATE: __________**

1) A “WOW!”: Something really worth knowing/remembering.
2) An “Oh, No!”: Something I see as difficult, troublesome, problematic, unfortunate, etc.
3) A “Hmmm.”: Something about which you need more information or about which you are unsure, unclear, etc.

This task addresses NJPST #3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 5.4, 6.1, 6.2, 6.3, 6.6, 6.7, 6.8, 6.10, 8.1, 8.2, 8.3, 8.4, 8.6, 8.7, 8.8, 9.3, 9.8, 9.9, 10.1, 10.3, 10.4
This task addresses NJCCCS #3.3, 3.4, 3.5, 6.2, 8.1

**TEAC claims addressed by this task:** 1) competent, 2) caring,

The method for determining the final grade for EDUC 7763

<table>
<thead>
<tr>
<th>Indicator/Project</th>
<th>Percentage of Final Grade</th>
<th>Week/Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of Task #1 (Teacher interview)</td>
<td>25%</td>
<td>6</td>
</tr>
<tr>
<td>Completion of Task #2 Examination based upon NJ Anti-bullying Bill of Rights and related readings</td>
<td>30%</td>
<td>10</td>
</tr>
<tr>
<td>Completion of Task #3 (PowerPoint and Presentation)</td>
<td>30%</td>
<td>13</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>7%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Completion of Do Now(s), Weekly Activities and</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Your total number of points will be converted into the following grade:


Any grade below C is considered unacceptable in graduate programs and considered failing.

**IMPORTANT:**

On writing: papers are electronically typed, double-spaced, and must have page numbers (generated by the word-processor e.g., Microsoft Word. Use: 12 pitch fonts. The font may be either Times New Roman or Palatino. In terms of style, ONLY use the American Psychological Association (APA) formatting guidelines for citations, references or bibliography. Please inform the professor of any problems with writing that I should know about. I would like to respond to individual learning styles and learning issues as soon and as much as possible. Please keep me informed. I will read and provide comments on your drafts; I allow re-writes if
submitted within one week of the assignment deadline.

Good Reference for APA Formatting: 
http://owl.english.purdue.edu/handouts/research/r_apa.html

Don’t worry about the information under “General Format.” The information on in-text citations and creating a bibliography are the important components.

On Extensions: If you request an extension at the last minute, you will need official documentation, otherwise, your grade will be impacted.

**Re-writes are accepted within one week of an assignment deadline.**

On anything else you have questions about: Please ask me.

**FDU School of Education Policy Reference**

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.

**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. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:

a) Attendance is required in all our classes
b) 3 absences, grade drops by a half a grade
c) 4 absences, grade drops by one full grade
d) 5 absences, the student fails or withdraws from the class

**B. FDU Academic Integrity Policy (please refer to: )**

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. For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs: [http://www.fdu.edu/faculty/academicintegrity.pdf](http://www.fdu.edu/faculty/academicintegrity.pdf); [http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf](http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf) [and] [http://view.fdu.edu/files/SOEhandbook.pdf](http://view.fdu.edu/files/SOEhandbook.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.

Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point ratio (GPA). The student will earn credit for one course.

Degree Requirements and Academic Probation
- The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
- 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.
- Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
- A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

D. Undergraduate Programs – Grading and similar policies

Grades
- Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
- 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.

Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

Degree Requirements and Academic Probation:
- In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education,
however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

An undergraduate program of study must be completed within a period of ten years.

E. Student Academic Services: The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

F. Policy on course completion: 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. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

G. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):

It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

H. Picking up graded papers: Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

I. Instructor Specific Policies

Please consult the syllabus and any materials distributed or posted by the instructor, or any directions given in class session. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

J. Disclaimer

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

2. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements, which might not grandfather a student.