INSTRUCTOR INFORMATION

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Adam Akerson, Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>ECRC 209H</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:akersona@sfasu.edu">akersona@sfasu.edu</a></td>
</tr>
<tr>
<td>Office Phone</td>
<td>936-468-12269</td>
</tr>
<tr>
<td>Office Hours</td>
<td>M 8:00-9:00</td>
</tr>
</tbody>
</table>

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Time</th>
<th>Online</th>
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<tbody>
<tr>
<td>Course Location</td>
<td>Online</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
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COURSE OBJECTIVES & ASSESSMENTS

Vision, Mission, and Values of the College of Education
The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission Statement
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Values
In the College of Education at SFA, we value and are committed to
  Service that enriches the community,
  Openness to new ideas, to culturally diverse people, and to innovation and change;
  Collaboration and shared decision-making,
  Integrity, responsibility, diligence, and ethical behavior
  Academic excellence through critical, reflective, and creative thinking; and
  Life-long learning.

Course content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

COURSE DESCRIPTION
Examination of a variety of classroom management theories for the early childhood setting. Course develops a broad understanding of classroom routines, transitions, and schedules and their implementation in early childhood settings. Course content is enriched through experiences in the field.

PREREQUISITES
Acceptance to Graduate School

DIVERSITY STATEMENT
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Stephen F. Austin State University
Department of Education Studies

ECED 5330, ECH Classroom Mgt/Interaction

Summer 2021, Term II
IV PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

NAEYC Standard 1 and PLO 1: PROMOTING CHILD DEVELOPMENT AND LEARNING:
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

SLO 1.2 Candidates examine issues related to early childhood education.
SLO 1.7 Candidates will be able to make practical application of learning theories
SLO 1.11 Candidates investigate stresses and brain development in young children
SLO 1.16 Candidates investigate social development in young children.

NAEYC Standard 2 and PLO 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS:
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

SLO 2.2 Candidates demonstrate knowledge of various cultures and cultures’ effects on young children and the early childhood field
SLO 2.3 Candidates examine the importance of family relationships

NAEYC Standard 3 and PLO 3: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES:
Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

SLO 3.11 Candidates conduct assessments demonstrating professionalism and ethical behavior, including observing confidentiality of student information
SLO 3.12 Candidates engage families as partners in assessing children

NAEYC Standard 4 and PLO 4: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES:
Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

SLO 4.1 Candidates understand how the classroom and home environments impact a child’s learning and development
SLO 4.2 Candidates explain how transitions, routines, room arrangement, and schedules can impact classroom management.
SLO 4.3 Candidates demonstrate and use developmentally appropriate interactions with young children.
SLO 4.4 Candidates know and use tenets of classroom management
SLO 4.9 Candidates understand how the resources for learning; family, community, and classroom materials, can impact a child’s learning and environment

NAEYC Standard 6 and PLO 6: GROWING AS A PROFESSIONAL:
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices.

SLO 6.1 Candidates demonstrate professional demeanor and behaviors.
SLO 6.2 Candidates demonstrate professional reflection of own work and work of others.
SLO 6.3 Candidates actively participate in class discussions, contributing to the greater knowledge and understanding of course content.
ASSIGNMENTS, PROJECTS & EVALUATION

V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

See separate document (Course Timeline) detailing class assignments and due dates.

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work.

You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is completely web-based on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

Success with Accessing Assignments
Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still complete course requirements on time. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

ASSIGNMENTS
Assignments will be submitted via D2L, unless otherwise specified by your instructor. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right not to grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

The following assignments will be submitted through the Dropbox in D2L:

Dropbox Assignments
Types of Aggression – 25 points
Risk Factors Presentation – 25 points
Relationship Building Assignment – 25 points
Fairness – 25 points
Floor Plan – 25 points – LIVETEXT ASSIGNMENT
Categories of Disabilities – 25 points

Discussion Board Assignments
Resilience – 25 points
Stress and Brain Development – 25 points
Opening the Culture Door – 25 points
Who is Endrew F.? – 25 points

Quizzes
Module 1-9 Quizzes: 10 points each – total points 90
VI EVALUATION AND ASSESSMENTS (GRADING)

Grading Scale:

- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

Please note that grades will not be rounded up. (For example, a final grade of 89.5 out of 100 points [89.5%] will be entered as a B). Anything below a “C” is a “F”, no “D” will be awarded.

Assignment Policy — Students must complete all assignments and be prepared to participate in all discussions. All students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur.

TENTATIVE COURSE TIMELINE

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Introductions</td>
<td>❖ Read the assigned Module content information</td>
</tr>
<tr>
<td>June 28- July 4</td>
<td>Before Class</td>
<td>❖ Complete the Types of Aggression assignment and submit to dropbox</td>
</tr>
<tr>
<td></td>
<td>Syllabus</td>
<td>❖ Complete the content quiz (What is Challenging Behavior?)</td>
</tr>
<tr>
<td></td>
<td>Timeline</td>
<td>❖ All Assignments are due at 11:59 on Sunday night</td>
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<tr>
<td></td>
<td>APA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Livetext</td>
<td></td>
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<tr>
<td></td>
<td>Module One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is Challenging Behavior</td>
<td>❖ Is challenging behavior ever appropriate?</td>
</tr>
<tr>
<td></td>
<td>❖ What happens to children with more serious behavior problems</td>
<td></td>
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<tr>
<td></td>
<td>❖ What do the theorists say about aggressive and antisocial behavior</td>
<td></td>
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<tr>
<td></td>
<td>Does culture play a role in aggressive behavior</td>
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<tr>
<td><strong>Week Two</strong></td>
<td>Module Two and Three Risk Factors</td>
<td>❖ Read the assigned Module content information</td>
</tr>
<tr>
<td>July 5-11</td>
<td>Biological risk factors</td>
<td>❖ Complete the Risk Factors Presentation and submit to the dropbox</td>
</tr>
<tr>
<td></td>
<td>Neurological problems</td>
<td>❖ Complete the Resilience discussion</td>
</tr>
<tr>
<td></td>
<td>Emotional and behavior disorders</td>
<td>❖ Complete the content quiz for both modules (Risk Factors; Resilience Quizzes)</td>
</tr>
<tr>
<td></td>
<td>Environmental risk factors</td>
<td></td>
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<tr>
<td></td>
<td>Protective Factors</td>
<td></td>
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<tr>
<td></td>
<td>❖ First wave – which qualities</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Module</td>
<td>Assignment Details</td>
</tr>
<tr>
<td>--------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Three  | Module Four and Five    | Behavior and the Brain            | ➢ Early Experience and the brain  
➢ Parts of the brain in aggression  
Relationships, Relationships, Relationships  
➢ Understanding yourself  
➢ Understanding the child  
➢ Establishing a relationship with the child  
➢ Establishing a relationship with the family  
➢ Read the assigned Module content information  
➢ Complete the Stress and Brain development discussion board and respond to a minimum of three peers  
➢ Complete the Relationship Building Assignment (dropbox & Flipgrid)  
➢ Complete the content quizzes for both modules (Behavior & the Brain; Relationships Quizzes)  
➢ All Assignments are due at 11:59 on Sunday night |
| July 12-18 |                      | **Preventing challenging behaviors: the social context**  
➢ Creating the social context  
➢ Teaching social and emotional skills  
➢ All Assignments are due at 11:59 on Sunday night |
| Four   | Module Six and Seven    | Opening the culture door          | ➢ What is culture  
➢ When home and school meet  
➢ Language and culture  
➢ How can you support language learning  
Preventing challenging behaviors: the social context  
➢ Creating the social context  
➢ Teaching social and emotional skills  
➢ All Assignments are due at 11:59 on Sunday night |
| July 19-25 |                      | **Guidance**  
➢ Responding to inappropriate behavior  
➢ When a child loses control  
➢ Read the assigned Module content information  
➢ Complete the Floor plan paper and submit to dropbox  
➢ Submit the Floor plan paper to livetext  
➢ Complete the content quizzes for both modules (Physical space; Guidance Quizzes)  
➢ All Assignments are due at 11:59 on Sunday night |
| Five   | Module Eight and Nine   | Preventing challenging behavior: Physical space, routines and transitions, and teaching strategies  
➢ The physical space  
➢ Routines and transitions  
➢ Teaching strategies  
➢ Guidance  
➢ Responding to inappropriate behavior  
➢ When a child loses control  
➢ Read the assigned Module content information  
➢ Complete the Floor plan paper and submit to dropbox  
➢ Submit the Floor plan paper to livetext  
➢ Complete the content quizzes for both modules (Physical space; Guidance Quizzes)  
➢ All Assignments are due at 11:59 on Sunday night |
| July 26-Aug. 1 |                  | **Functional assessment and positive behavior support**  
➢ Read the assigned Module content information  
➢ NO QUIZZES THIS WEEK |
| Performing a functional assessment | Complete the Who is Endrew F.? discussion board |
| Creating a positive behavior support plan | Complete the Categories of Disabilities assignment in the dropbox |
| The inclusive classroom | All Assignments are due at 11:59 on Thursday, August 5th. |
| About inclusion | |
| Preventing and addressing challenging behavior in children with disabilities | |
| How can you respond effectively to challenging behavior | |

**ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**VIII READINGS**

**Textbook:**

**LiveText:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. LiveText account, ISBN: 978-0-979-6635-4-3.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**IX COURSE EVALUATIONS**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

*As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!*

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**UNIVERSITY POLICIES**
ATTENDANCE

This course meets in cyberspace. There are no face-to-face meetings. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES (POLICY 6.1 AND 6.6)

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

STUDENT ACADEMIC DISHONESTY (POLICY 4.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

DEFINITION OF ACADEMIC DISHONESTY

- Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
  - using or attempting to use unauthorized materials on any class assignment or exam;
  - falsifying or inventing of any information, including citations, on an assignment; and/or;
  - helping or attempting to help another in an act of cheating or plagiarism.

PLAGIARISM

- Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
  - submitting an assignment as one’s own work when it is at least partly the work of another person;
  - submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
  - incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

PENALTIES FOR ACADEMIC DISHONESTY

- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

STUDENT APPEALS

- A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

WITHHELD GRADES (POLICY 5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)). If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENT CODE OF CONDUCT: POLICY 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Nondiscrimination
"No person shall, on the basis of race, color, religion sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in or be denied the benefits of employment or any educational program or activity operated by Stephen F. Austin State University."

Course Policies

XII Course Policies

- **WORK POLICIES**
  - Late Work— Late work receives no credit unless there is prior approval from the instructor.
  - Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor.
  - “Redo Work” Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments. Refer to Section III of the course syllabus for additional information.

- **EMAIL COMMUNICATION**
  When you email me, make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email within 24 hours. If you do not receive an answer in 24 hours (during the week), please re-send the email. I may not check email regularly on the weekends and may not check my email outside of normal working hours. If you email Friday night, you may not receive a response until Monday; if you email at midnight during the week, do not be surprised if I do not answer until normal working hours during the next business day. Please also make sure to check your email daily so you do not miss course information and announcements.