



ELED/SCED 430

Classroom Management

2 credits



Spring Semester, March-June 2016

Instructor: Dr. Karen Latham

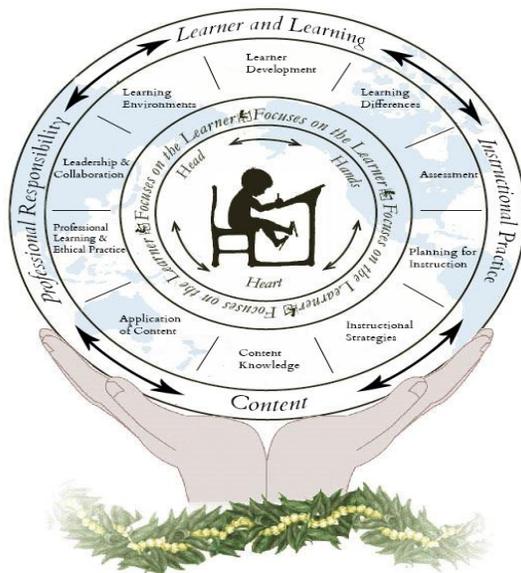
Office Hours make an appointment
675-3362 or
email lkaren@byuh.edu or
leave note at my door SEB #123, or
contact our secretary 675-3886

Meeting Room: SEB 107
Class Days: Wednesday/Friday
Class Hours:
ELED: 2:30-3:30
SCED: 1:20-2:20

Mission Statement: Recognizing the unique religious base of the Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who can actively serve others in the home, school, church and community, both locally and internationally.

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While every effort has been made to make this syllabus complete, the Instructor reserves the right to make changes should they be necessary as the course progresses.



Conceptual Framework: To assist the School of Education in meeting its Mission Statement, the Conceptual Framework provides a more defined, focused target around which the teacher education programs are designed. The visual shown to the left is a representation of this conceptual framework, which is also referred to as "The Learner is at the Center of Our Stewardship."

With the child, or learner, at the center of our stewardship, the three areas of stewardship are head, hands, and heart, also referred to as content, knowledge, pedagogical skills and professional dispositions, respectively.

I. Course

Classroom management is a vital aspect of effective teaching. This course, usually taken while concurrently enrolled in the 491 practicum, provides a theoretical and skill-based approach to classroom management. The course focuses on research based management approaches and provides opportunities for students to apply these principles in school classroom situations. Using scenarios, discussions, presentations, and current readings, students will develop a philosophy of classroom management, complete a research based observation of classroom management project, and build a classroom management plan that they can use in their educational career.

II. Textbook:

Latham, Glenn I., *Keys to Classroom Management*, P & T Ink: 1998. **Required.** There are limited copies of the book is On Reserve at the School of Education and BYUH Library.

Marzano, Robert J. *Classroom Management that Works: Research-Based Strategies for Every Teacher*. ASCD: 2003. **Required.** A free ebook is available through BYUH Library.

Marzano, Robert J. (and others) *A Handbook for Classroom Management that Works*. ASCD: 2008. **Required.** A free ebook is available through BYUH Library

See Appendix --- for instructions to access ebooks in the library.

III. Standards Related to this Course: Hawaii Teacher Performance Standards

Hawaii Teachers Standards Board has stated that “Hawaii State Approved Teacher Education Programs (SATEP) shall incorporate these Performance Standards into their programs...”
<http://www.htsb.org/standards/teacher/>

These Performance Standards were created by the Interstate New Teacher Assessment Consortium (InTASC) and are called the Model Core Teaching Standards. Brigham Young University-Hawaii Teacher Education Program incorporates these standards into its program.

Specifically, the following teaching standards have been incorporated into this course:

Standard #1 - Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 - Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 - Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #9 - Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

IV. Course Outcomes

1. Students will describe proven classroom management theories and models that provide a safe, positive classroom environment.
2. Students will develop and write their own philosophy of classroom management and articulate how these proven models will fit into their philosophy.
3. Students will develop and write a Classroom Management Plan.
4. Students will understand and apply proven, appropriate behavior prevention and intervention strategies.
5. Students will practice Positive Behavioral Intervention strategies in a classroom setting.
6. Students will understand inconsequential and consequential behaviors and strategies to deal with both.
7. Students will be aware of Chapter 19 in the State of Hawaii Department of Education Administrative Rules (Student Behavior and Discipline).
8. Students will be aware of basic inclusion practices and exhibit familiarity with due process and IEPs.
9. Students will develop confidence and skill to respond to difficult classroom behavior situations.

V. Course Requirements:

Assignments and Grading:

- | | |
|---|-----|
| 1. Preparation (Readings and Leading) | 20% |
| 2. Professional Engagement | 20% |
| a. Attendance | |
| b. Active Participation in Class | |
| c. Professional Initiative | |
| d. Professional Work Quality | |
| 3. Apply/Reflect/Improve (Assignments) | 50% |
| a. Systematic Observations | 10% |
| b. Behavioral Intervention Application | 30% |
| c. Classroom Management / Behavior Plan | 10% |
| 4. Comprehensive Final Exam | 10% |

Important Note: Grades indicated on Canvas are for assignment information purposes. The

final grade will be calculated at the end of the semester taking into account your attendance, participation, and professional dispositions.

Requirements to complete the course:

Since each of you will need to demonstrate the content knowledge, pedagogical skills and professional dispositions (ability) to be a highly qualified teacher, this course is designed to assess your proficiency in each of these three categories as follows:

1. Preparation: Reading and Leading

Reading

For each reading assignment, you are expected (competency) to actually read the assigned text prior to class and complete a short Reading Framework.

This is a writing activity to help you clarify your thinking about the ideas in the reading assignment.

First, you will identify three important ideas you feel are critical to understanding the reading and tell why these ideas are important to you. You should identify how these ideas have been evidenced in your O & P classroom or in your own educational experience. These will be ideas that you hope to share in class during the discussion.

Second, you will ask three *meaningful* questions regarding the reading. These questions may be used to help direct our discussion in class. Think in terms of what you “wonder” about during your reading to form these questions. Avoid asking questions that can be obviously answered in the reading.

Reading the chapters provides not only an introduction to key philosophies and theories, but provides a basis for classroom activities based on students’ needs and concerns. These Reading Frameworks also provide evidence of reflection in the area of Classroom Management.

Class Presentation/Teaching

Each student will lead a class discussion on two of the chapters of our texts dealing with a classroom management strategy and/or classroom management topic. The discussion should include an active learning strategy, and help us understand the topic better. Following each experience, write a short (300-400 word) evaluation and reflection on your leadership.

2. Professional Engagement

Attendance

Read carefully the School of Education Policy on “Tardies, Absences and Late Assignments” found in the syllabus. I understand there may be times you really need to miss a class. I allow one absence without penalty. Any additional class absences will result in the lowering of the final grade by 1/3 for each absence.

Participation

As you are in your professional year, it is expected that you will engage in professional conversations regarding the course material. You should be prepared each meeting to share your thoughts and experiences with the class. This requires you to have read the material and thought of contributions you can make to the discussion. Be alert during class time.

Professional Initiative

Take responsibility for your learning. If you miss a class, don't come to ask me if you missed anything important. Of course you did. Know that if you miss class, you are responsible for the content discussed that day. However, don't expect a private class session. Be proactive: ask your classmates for information and help. Come to me for clarification after you have made an effort to get as much information as you can.

Professional Work Quality

A professional completes work of quality: Turn your work in on time and proofread your work for spelling, grammar, punctuation, paragraphing, etc. If an assignment is submitted with more than 5 errors in the first 5 or 6 sentences, it will be scored as a zero. You can redo an assignment for partial credit.

3. Assignments: Apply & Reflect

A. Systematic observations

Students will conduct two systematic observations of 45-60 minutes in a single classroom on two different days. Please arrange with your cooperating teacher to be free to conduct these observations. These should not be done while you are trying to teach. Information about the types of data to be collected will be discussed in class.

Upon compilation of the two observations and data collection on the two specific behaviors, students will create a narrative that summarizes the main findings of the classroom data. The narrative should be well-written and concise.

As this assignment focuses on building and applying observation and analysis skills, the narrative should be *free from value statements and judgments about the teacher's ability or overall classroom management effectiveness*. Rather, the purpose is to identify, observe, and record data as you observe. This activity is designed to help you, as future teachers, to develop your "with-it-ness" skills. The assignment is about the numbers (data) and what they mean.

Secondary and Elementary O & P students experience should conduct these observations in their public school placement. Students in a non-licensing track may choose a university setting or make arrangements to observe in a local school upon consultation with the professor.

Assignment Outline

Setting: Dates of observations. School. Grade level/content. Classroom seating arrangement. Important characteristics of the class and/or classroom.

Behaviors: Describe the students' noticeable behaviors you are focusing on observing.

Rationale: Why choose these behaviors? How do they affect the students? How do these behaviors affect learning?

Data: Facts. This is what I saw. This is what happened. This is what the teacher did. This is how the student responded. The raw data. Charts and/or graphs to display your data. The ABC's of the behavior, the frequency, and the duration of the behavior. Include the raw data in your narrative or in an appendix.

Findings: Organize the raw data into coherent categories, then description the data.

Discussion: What does the data mean? What can we learn from this observation and data? How can I apply this to my classroom? What worked? What didn't work? What is easy about collecting data? What is difficult about collecting data?

B. Positive Behavior Intervention Practice

In many respects the only behavior we really change is our own. To this end you will be involved in activities which allow you to practice some of the skills we will be learning about in class. These assignments are designed for you to implement the skills discussed in class with real student concerns in a classroom. ***Each skill will be practiced over a week (minimum of 2 days) in your O&P placement.***

The skills may include the following activities/interventions: 8:1 positive interactions, stop-redirect-reinforce, selectively reinforcing appropriate behavior, using least intrusive interventions, and student/teacher relationship building.

After each experience you will write a report describing the experience. Include:

Setting: Dates. School. Grade level/course. The classroom seating arrangement. Important characteristics of the class and/or classroom.

The Behavior Intervention Strategy: Identify the skill/intervention you are working on and describe how you implemented the skill/intervention. Give specific examples.

Discussion: Think of this as the most critical piece of the written assignment. What went well, what didn't? Why? What could you have done differently? How will you continue using the strategy? What are you learning about yourself and the process of changing behavior? What effects did your behavior have on you and the students?

Students in the non-licensing track or who do not have a 491 placement will have an alternative assignment.

C. Classroom Management / Behavior Plan

This plan details the peak of your learning throughout the semester and will represent the breadth of your overall classroom management plan. The plan should be well-written, and although it will be reviewed and altered during your student teaching experience and growth, it will be a vital portion of your application for a professional job.

The management plan is a narrative that contains several important sections. These sections include:

- A philosophy of classroom management, including references to philosophies and research-based schools of thought.
- Action plan for creating and maintaining a safe and orderly learning environment in the classroom.
- Issues of prevention, management, and discipline
- Developing relationships and the impact on behavior.
- Rules, routines, and procedures you feel are important
- Discipline and Interventions. Dealing with varying levels of discipline problems.
- The connection between instructional activities and behavior.

D. Exams

Content knowledge will be assessed partly on an exam based on the readings listed in the syllabus. These readings provide the foundation, content-based, research-based information for the course. However, using a standards-based philosophy, the exam must be passed at a 70% or higher level. Any test score below 70% will require additional work with a re-test(s) until the minimal competence level of 70% is attained.

Research shows that the related principles and skills of classroom management and discipline are the single weakest area of entry level teachers. Since effectively managing a classroom is a skill learned over time, and through much experience, you will have multiple opportunities to learn the basic knowledge, and develop the necessary skills. Discussing ideas and alternative ways for effectively managing a classroom with peers also crucial to learning this skill. We will have multiple opportunities to work with your class peers in a friendly and safe environment.

VII. Class/School of Education/University Policy Statement(s) and Disclosure(s)

BYU- Hawaii School of Education Policy on Tardies, Absences and Late Assignments

General Rationale

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

Tardies

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

Absences

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from professor will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

Late Assignments

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C (75 percent).

Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

Exceptions

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member **in advance of the absence**.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance. Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied

entry into or dismissal from the program.

Academic Honesty – Honor Code Issues [<http://w2.byuh.edu/studentlife/honorcode/docs/ces.htm#1>]

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include: (a) copying from another person's work during an examination or while completing an assignment, (b) allowing someone to copy from you during an examination or while completing an assignment, (c) using unauthorized materials during an examination or while completing an assignment, (d) collaborating on an examination or assignment without authorization, and (e) taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you. [Statement cited from the BYU Provo Honor Code]

Plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism: Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism: Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism. [Statement cited from the BYU Provo Honor Code]

Per BYUH policy statement, instructors should take actions that are fair and equitable under the circumstances and should attempt to reach an understanding with the affected student on the imposition of an appropriate action. In some cases, the department, the college, or the university may also take actions independent of the instructor. Examples of possible actions include but are not limited to the following: reprimanding the student orally or in writing; requiring work affected by the academic dishonesty to be redone; administering a lower or failing grade on the affected assignment, test, or course; removing the student from the course; and/or recommending probation, suspension, or dismissal.

Dress Code As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no jeans, cut-offs, **PE clothing**, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

Cell Phones Simply stated, cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking messages etc.) Set your cell phone to vibrate as opposed to ring.

If there is an emergency requires you to use your cell phone during class time, please notify your instructor. Otherwise, **if class is interrupted with a cell phone, the owner of that device will provide the class with cookies and drinks at the next class meeting.**

Technology in Class While we encourage the use of TECHNOLOGY in the classroom, such use is intended to complement, not detract from class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

Professional Dispositions Evidence of the development of students' professional dispositions is a requirement for the School of Education accreditation with the State of Hawaii. We gather this evidence through the use of the School of Education Professional Dispositions (blue) sheet, and this becomes the set of conduct standards for every student and member of the School of Education.

Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

Children in Class While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

Final Examination Policy Brigham Young University-Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student, or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

Grades and Grading The School of Education operates on a standards-based paradigm (rubrics). It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

The following interpretation of grades applies in our standards-based program:

A represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, and/or making connections and relationships. While this level of achievement is not impossible, instances are rare and difficult to come by.

B represents achievement above the standard marked by solid accomplishment and quality, with room for

improvement to reach the highest level of competency.

C represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.

D represents some achievement at a level of performance below the acceptable competency.

F represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9&10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test).

The following traditional table would then have this relevance:

A = Exceptional Achievement	> 93%	4.0	SUPERIOR PERFORMANCE
A-	90-92%	3.7	
B+	87-89%	3.3	
B = Above Average Achievement	83-86%	3.0	VERY GOOD PERFORMANCE
B-	80-82%	2.7	
C+	77-79%	2.3	
C = Acceptable Achievement	73-76%	2.0	ADEQUATE PERFORMANCE
C-	70-72%	1.7	
D+	67-69%	1.3	
D = Unacceptable Achievement	63-66%	1.0	POOR PERFORMANCE
D-	60-62%	0.7	
F	< 59%	0.0	FAILING

Course Grievance Policy If you have a concern with this course or the instructor, you may address your concern at any time to the Chair of the School of Education, the Dean of the College of Human Development, or the Academic Vice President, in that order.

Sexual Harassment Brigham Young University-Hawaii is committed to promoting and maintaining a safe and respectful environment for the campus community. Title IX prohibits all sexual misconduct against any participant in an educational program or activity.

Sexual Misconduct is defined as: **Sexual Harassment** is unwelcomed speech or conduct of a sexual nature which includes unwelcomed advances, request for sexual advances, request for sexual favors and other verbal, non-verbal, or physical conduct which is not requested or invited. **Stalking** is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose. **Domestic and Dating violence** is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerces, threatens, blames, hurts, injures, or wounds. **Sexual violence/assault** is actual or attempted sexual contact with another person without that person's consent.

Consent cannot be obtained when someone is a minor, under the influence of drugs or alcohol or has certain disabilities. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop.

The following individual has been designated to handle reports of sexual misconduct and other inquiries regarding BYU-H compliance with Title IX:

Debbie Hippolite-Wright, PhD
Title IX Coordinator
Vice President of Student Development & Life
Lorenzo Snow Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: (808) 675-4819
Email: titleix@byuh.edu
Sexual Harassment Hotline: (808) 780-8875

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

Student(s) With Disabilities Brigham Young University Hawai'i is committed to providing a working and learning atmosphere, which reasonably accommodates qualified person with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact Disabilities Services, Leilani Auna, in McKay 181 or at (808) 675-3518 or (808) 675-3999. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Students with disabilities who are registered Disabilities Services should schedule an appointment with me to discuss accommodations. If the student does not initiate a meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Disabilities Services, letters of accommodation will be sent to instructors with the permission of the student.

Syllabus/Course Outline This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

Accessing Classroom Management EBooks for ELEC/SCED 430

Go to www.byuh.edu

Click on "Students"

Click on "Library"

In the box "Looking for Something" type "*Classroom Management that Works*" or "*A handbook for Classroom Management that Works*"

Click "online"

Sign-in

From the Table of Contents, choose the chapter you would like to read.