

## EDU 502 Positive Learning Environment

### Fall 2022 Syllabus

| Instructor         | Office                                                                                                                                                                         | Phone                                             | Email                                                                       |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|
| Dr. Jessie Torelli | GRH 1013<br>Office Hours:<br>Tuesday 3:30–5:30<br>Wednesday 2:30–4:00<br>Thursday 3:30–5:30<br>and by appointment<br><u><a href="#">Sign-up link</a></u><br>and by appointment | Office: (270)<br>745-4054<br>Fax:<br>270-745-0000 | <u><a href="mailto:jessica.torelli@wku.edu">jessica.torelli@wku.edu</a></u> |

\*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

**Address:** Western Kentucky University  
1906 College Heights Blvd. #61030  
Bowling Green, KY 42101-1030

**Prerequisite:** None

#### Required Texts:

There is no required textbook for this course. Readings and videos will be uploaded to Blackboard.

**Primary Course Website:** Blackboard

#### Graduate Catalog Description:

Methods and models of positive behavior management in group settings for school-aged learners.

#### Course Objectives:

1. Understand the effects of the cultural and environmental milieu of the child and the family on behavior and learning (ASCI K1; KTPS 1c, 1e, 3d, 3e, 3f, 3n, 3o; CEC initial 6.0; CEC Advanced 3.2, 3.3, 5.1, 5.2, 6.3)
2. Develop programs, including the integration of related services, for individuals with exceptionalities, based upon a thorough understanding of individual differences (ASCI S1, IIC.4.S3, KTPS 2a, 2b, 3a, 3c, 3e, 3i, 3k, 3q, 7e, 7k, 8a; CEC Initial 2.0, 2.1, 6.1, CEC Advanced 4.2, 6.3, 6.5)
3. Analyze data for data-based decision making to develop behavioral programming (IIC.5.S7, IIC.4.S6 KTPS 2b, 6g, 7q, 8a; CEC Advanced 3.1, 4.3)
4. Develop specific procedures for increasing desired behaviors, such as token economies, behavior contracts, group contingencies, and preference and choice (IIC.6.K7 IIC.5.S2, KTPS 2a, 2b, 2n, 3d, 3f, 3k, 6d, 7k, 8a, 8b; CEC Initial 2.2, CEC Advanced 3.3 4.2)
5. Engage in meaningful professional development to increase professional knowledge and expertise related to students' social, emotional, and behavioral outcomes. (KTPS 9a, 9b, 9c, 9g, 9k, 10f, 10t; CEC Initial 6.4; CEC Advanced 6.4)

#### Course Meeting Times

This course is primarily completed asynchronously. We will meet synchronously one time at the beginning of the semester on **Monday 1/18/22 6–7 pm** via [this Zoom link](#). I strongly encourage you to try to attend this meeting live, if possible. However, I will record the session and post it to Blackboard for those unable to attend.

#### Course Assignments, Projects, and Evaluation

Students will be evaluated based on their performance in completing assignments such as the following (be sure to address how each assignment addresses the 4Cs (<https://www.aeseducation.com/blog/four-cs-21st-century-skills>))

- **Video submissions:** You will submit 10 minute videos of instruction once per week. We will provide detailed instructions on times of the day that will work well for these videos and how to submit them. You will self-monitor the use of one classroom management practice throughout the semester. You will be assessed on the completion, video quality (e.g., viewers can see and hear you and your students), and the timeliness of your videos.
- **Self-monitoring forms:** Beginning during week 3, you will begin completing self monitoring on your target practice. You will watch a module to learn how to self monitor. Based on your progress increasing your use of the target practice, we may ask you to increase the frequency of self-monitoring or to change how you are self monitoring (e.g., to graph your data three times per week).
- **Practice demonstration:** At the beginning of the semester, we will select one classroom management practice for you to improve upon throughout the course of the semester. We will graph your data from each video to visually show your progress on implementing the practice over time (you may also graph your own data as part of self monitoring). Showing a substantial increase in your use of the practice will earn full credit.
- **Module assessments:** You will complete a total of 10 modules. Each module is worth 30 points. You will earn up to 10 points for completing the module in Perusall and 20 points for an assessment in Blackboard in which you will demonstrate your understanding of the practice.

**All assignments are due at 6:00 pm on the date due.**

**Course Evaluation:** (based on accumulated points)

| <b>Course Assignments</b>                      | <b>Points</b> |
|------------------------------------------------|---------------|
| Classroom Management and Peer Coaching Project |               |
| Video submissions                              | 225           |
| Self-monitoring forms                          | 225           |
| Strategy demonstration                         | 250           |
| Module assessments                             | 300           |
| <b>Total points</b>                            | <b>1000</b>   |

(See  
**Schedule in separate file)**

### **Grading Scale**

A = 90%

B = 80%

C = 70%

### **Class Time Management**

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

### **Emails to Instructor**

You are expected to check the course site and your email on a daily basis for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your

emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - I send whole class emails through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed.

*Allow the professor 24 hours to respond to your emails. Like you, there are days that I set aside for rest. Weekends are for work at my discretion. Make sure you do not wait until Saturday to ask me a question or you may not be able to reach me before the deadline. I will not be online most weekends.*

### **Naming Files**

Name all files last name\_first initial\_assignment name

### **Participation and Communication**

When referring to classroom observations, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "person-first" language. Person-first language means you always refer to a person first and the disability second. For example, a person with intellectual disability is correct-disabled student is incorrect. Points will be deducted for misuse of person-first language.

### **Audio/Video Recording Policy**

Live class sessions may be audio or video recorded. The purpose of these recordings is for students in the course to watch or re-watch previous class sessions. These recordings are for educational use only and may only be viewed by students in the course. Students may not record class sessions without written instructor permission.

### **Student Disability Services**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Reading Support**

The **WKU Center for Literacy** is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

### **Writing Center Assistance**

WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper through The Writing Center. See instructions and how-to videos on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

The *WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

### **The Learning Center Peer Tutoring Services**

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

### **Statement of Diversity**

We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

### **Plagiarism**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. [Read the full policy here.](#)

### **Title IX/Discrimination and Harrassment Policy**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited.

If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

### **COVID-19 Policy**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

### **Regular and Substantive Interaction Policy**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Regular announcements,
- Regular feedback on use of target practice,
- Frequent email communication,
- Individualized course content and instructional support, and
- Timely and detailed feedback on assignments provided within one week of submission

Standards Addressed in this course:

| KTPS with INTASC Details/Indicators -- Core Curriculum Alignment                                                                                                                                                                                                                                                                                                       | Alignment:<br>Assignments/Assessments                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Standard 1. Learner Development:</b> The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences. | Module assessments<br>Practice demonstration                         |
| <b>Standard 2. Learning differences:</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.                                                                                                                             | Practice demonstration                                               |
| <b>Standard 3. Learning environments:</b> The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.                                                                                                                | Self-monitoring forms<br>Video submissions<br>Practice demonstration |
| <b>Standard 4. Content knowledge:</b> The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.                                                     | N/A                                                                  |
| <b>Standard 5. Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.                                                                                                    | N/A                                                                  |
| <b>Standard 6. Assessment:</b> The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.                                                                                                                                     | Video submissions<br>Practice demonstration                          |
| <b>Standard 7. Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.                                                            | N/A                                                                  |
| <b>Standard 8. Instructional strategies:</b> The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.                                                                                          | N/A                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | Video submissions<br>Practice demonstration<br>Self-monitoring forms |
| <b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.                                                                  | Self-monitoring forms                                                |

### Course Assignments, Projects, and Evaluation:

| Major Course Experiences | Course Objectives/Student Learning Outcomes | KY Teacher Performance Standards |
|--------------------------|---------------------------------------------|----------------------------------|
| Video submissions        | Objectives 1, 2, 3, 4, 5<br>SLO 2, 5        | 3, 6, 9                          |
| Self-monitoring forms    | Objectives 3, 4<br>SLO 2                    | 3, 9, 10                         |
| Practice demonstration   | Objectives 1, 2, 3, 4, 5<br>SLO 2, 5        | 2, 3, 6, 9                       |
| Module assessments       | Objective 1                                 | 1                                |

### Student Learning Outcomes of Required Courses in Advanced Teacher Education:

|                  | Apply content knowledge and pedagogical skills to instructional practice. | Exhibit content knowledge and teaching proficiency in any additional areas of specialization. | Identify, evaluate, and implement individualized student learning. | Display the attitudes and dispositions of a professional educator. |
|------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------|
| EDU 502          |                                                                           |                                                                                               | ✓                                                                  | ✓                                                                  |
| EDU 503/EDU 694  |                                                                           |                                                                                               |                                                                    |                                                                    |
| EDU 580          | ✓                                                                         | ✓                                                                                             |                                                                    |                                                                    |
| EDU 560/TCHL 560 |                                                                           |                                                                                               |                                                                    | ✓                                                                  |

### Student Learning Outcomes for Courses in Special Education Master's Programs:

| <b>Student Learning Outcomes for Special Education Master's Programs</b> | 1. Understand how exceptionalities impact development and learning, and deliver individualized evidence-based instruction to support learning. | 2. Create safe, inclusive, and culturally responsive learning environments to promote learning and positive social interactions for students with disabilities. | 3. Use multiple means of assessment and data to drive instructional decision making. | 4. Understand how behavior impacts learning and develop behavioral interventions to improve social interactions and student learning. | 5. Collaborate effectively with colleagues and parents. | 6. Display the attitudes and dispositions of a special educator. |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------|
| EDU 502                                                                  |                                                                                                                                                |                                                                                                                                                                 |                                                                                      | ✓                                                                                                                                     |                                                         |                                                                  |
| SPED 517                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 630                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       | ✓                                                       |                                                                  |
| SPED 618                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 590                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         | ✓                                                                |
| SPED 501                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 610                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 612                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       | ✓                                                       |                                                                  |
| SPED 529                                                                 |                                                                                                                                                |                                                                                                                                                                 | ✓                                                                                    |                                                                                                                                       |                                                         |                                                                  |
| SPED 535                                                                 |                                                                                                                                                | ✓                                                                                                                                                               |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 615                                                                 | ✓                                                                                                                                              |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 515                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| LTCY 519                                                                 |                                                                                                                                                |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 530                                                                 |                                                                                                                                                |                                                                                                                                                                 | ✓                                                                                    |                                                                                                                                       |                                                         |                                                                  |
| SPED 525                                                                 | ✓                                                                                                                                              |                                                                                                                                                                 |                                                                                      |                                                                                                                                       |                                                         |                                                                  |
| SPED 531                                                                 |                                                                                                                                                | ✓                                                                                                                                                               |                                                                                      |                                                                                                                                       |                                                         |                                                                  |

| <b>CAEP Key Assessment Areas</b> | <b>Type or Form of Assessments</b> | <b>KTPS Alignment</b>                                                         |
|----------------------------------|------------------------------------|-------------------------------------------------------------------------------|
| Candidate Knowledge (Content)    | <b>Curriculum Project- 580</b>     | 4: Content Knowledge 5- Application of Content 7: Planning for Instruction 8: |

|                                                       |                                                        |                                                                                                                                     |
|-------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
|                                                       |                                                        | Instructional Strategies                                                                                                            |
| Professional Skills and Dispositions                  | Dispositions Evaluation- 502 (beginning) and 560 (end) | 1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice                                        |
| Data and Research driven decision making              | Leadership Project- 560                                | 9- Professional Learning and Ethical Practice 10- Leadership                                                                        |
| Integration of Technology in the discipline           | <b>Curriculum Project- 580</b>                         | 4: Content Knowledge 5- Application of Content 7: Planning for Instruction 8: Instructional Strategies                              |
| Clinical Practice (integrated practices of diversity) | Classroom Culture and Management Project- 502          | 1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice |

| SPA Standards (If required) | Alignment: Assignments/Assessments |
|-----------------------------|------------------------------------|
| • Not applicable            |                                    |
| •                           |                                    |
| •                           |                                    |
| •                           |                                    |
| •                           |                                    |

**SPA Standards Alignment:**  
**Insert**