

**The University of Texas at El Paso, Educational Psychology and Special Services**  
SPED 4365: Organization and Management in Special Education  
**Meeting Times:** Online via Blackboard Collaborate during the following dates and times:  
**Tuesdays from 5:00pm to 7:50<sup>pm</sup> in Room Art A458 of the Fox Fine Arts Center:**  
**August 26<sup>th</sup> and December 2<sup>nd</sup>**

**Instructor:** Dr. Gita Upreti

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**Office Hours:** Online via Blackboard Collaborate or by phone by appointment only (email to set up appointment with at least 48 hours advance notice).

**UTEP Office Address:** Room 706, Education Building, 500 W. University Ave, El Paso, TX 79968

**Contact Protocol:** Email preferred (use email addresses above)

### **Course Description**

This course will provide an introduction to general principles in the organization of all types and levels of special education and inclusive classrooms as well as theories regarding the behavioral and social needs of students in those classrooms. Specific field experience is required. This is a hybrid course, so much of the course content happens online, with two class meetings throughout the semester to facilitate learning and group work.

**Prerequisites:** Senior standing preferred.

### **Required Text:**

Jones, V. & Jones, L. (2007). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. (8<sup>th</sup> ed). Boston, MA: Allyn & Bacon

ISBN-10: 0205482961 | ISBN-13: 9780205482962

Note: You may use the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> edition of this textbook.

**Other Course Materials:** Additional readings will be posted on Blackboard.

### **Course Objectives**

Students will:

1. Differentiate various models of behavior management and develop an effective classroom management plan.
2. Determine a variety of strategies that may be used to increase pro-social and pro-academic behaviors while decreasing problem behaviors.
3. Apply the principles of behavior change, and model effective teacher behaviors that promote safe and effective classrooms.

### **IMPORTANT POLICIES AND PROCEDURES RELATED TO CONDUCT, ACADEMIC HONESTY, AND REASONABLE ACCOMMODATIONS**

**Professional Conduct and Behavior:** Standards for online behavioral expectations in this class will be reviewed during Module A, but it is expected that students will follow practices to maintain a respectful and tolerant online community.

**Please observe commonly-established standards of “netiquette” – web-based etiquette. Our course uses guidelines excerpted from [http://www.cgspitt.org/medialibrary/File/Tips\\_For\\_Success/TipsforSuccess\\_Netiquette.pdf](http://www.cgspitt.org/medialibrary/File/Tips_For_Success/TipsforSuccess_Netiquette.pdf)**

Additionally, this class will involve discussions about various personal and social topics which may be sensitive. To encourage open discussion, an atmosphere of tolerance and compassion must be maintained in the classroom. To that end, if you disagree with a viewpoint expressed by another class member, you are asked to find a way to express your disagreement with civility and kindness. Similarly, if you have feedback for the instructor on your experience in the class, please let her know or make an appointment to discuss your concerns.

**Academic Honesty:** All work submitted should represent your original words or ideas. If any words or ideas are used that are not your own, **proper citations** should be used to indicate other sources you have consulted. The field of education uses a format and style defined by the American Psychological Association (APA), commonly referred to as APA style, 6<sup>th</sup> edition. Guidelines for formatting references and citations in APA 6<sup>th</sup> style can be found here:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic dishonesty may include, but is not limited to, cheating, plagiarism, submission of work created in whole or in part by another person without proper citations, failure to complete work as a group member without advising the instructor of this failure, and taking an examination or writing a paper for another person. Cases of suspected academic dishonesty will be referred to the appropriate administrative authority. **Proven violations may result in sanctions ranging from a failing grade on the assignment in question, failure of the course, to suspension or dismissal from school.** Please consult the Handbook of Operating Procedures available through the Office of the Dean of Students for further information.

**Students with Disabilities:** If you have, or believe you may have, a disability, you may wish to self-identify to this instructor. For academic or other accommodations to be put in place, you must have your disability documented through the UTEP Center for Accommodations and Special Services (CASS) located in the Student Union, and online at <http://sa.utep.edu/cass/>. Students with disabilities who need modifications for this course must notify the instructor by 1/29/15.

**Important things to know** – There are quite a few firm requirements for this course, including a textbook which will help you when you are ready to take your certification exam and provide an excellent resource when you have your own classroom. **I will respond within 24 hours to all postings and assignments.**

I'll provide a list of them below and go over them in detail in Module A, so make sure to review each item:

## REQUIREMENTS

**All requirements for the course will be covered in detail in Module A.**

- Purchasing the textbook is required.
- A reliable internet connection is required (daily access to the internet is required).
- Access to a computer with an internet browser which can effectively run Blackboard (Mac, iPad, and iPhone users: iOS isn't always compatible – make sure to check your browser first!) is required.
- Use of Microsoft Word is required.
- Use of a printer and scanner is required.
- Use of Blackboard Collaborate is required.
- Attendance of five Blackboard Collaborate sessions is required.**
- Completing tasks and assignments in all ten online modules is required.**

**Attendance and Participation:** Because this class is primarily held online, it's easy to forget it's actually happening. However, all students are expected to be prepared and to be active participants for each module, and ALL Blackboard Collaborate sessions require your attendance. **If you miss a single Blackboard Collaborate session, you will be dropped from the class.** Additionally, online "attendance," in the form of reading all the module content and completing module activities on time (or earlier, if you like) is mandatory. I measure this by looking at your user data online and by noting the time in which assignments are submitted. See policy on "Late Work" below to see the class policy on lateness.

**Hidden bonus!** *Students who submit all assignments and complete all quizzes on time will have the option, at the end of the semester, to raise their two lowest assignment OR quiz scores to two perfect scores.*

**Illness, Hospitalization, Court Dates, and Other Emergencies:** Life is always happening, and like it does, will interfere with your best-laid plans. **Prioritize carefully.** If you have to be late with an assignment because of illness or other occurrence, you will lose points and fall behind. If you are deathly ill, let me know immediately so I can work with you, but if you fail to complete all the modules in the course by May 14<sup>th</sup>, you will not be able to make up those points in any way. *No matter what, you should attend all nine Blackboard Collaborate sessions as you cannot make these up – If you*

are very ill, you can still attend class via Blackboard Collaborate - but do not miss a session. You can bring your children to class if your childcare options are limited, as long as you can occupy them in some way.

**Late Work:** Late work can be submitted but will incur a 20% penalty reduction in points and will not be eligible for re-submission, so **plan carefully! Additionally, you will fall behind in the class if you don't catch up, so make sure to keep on track with all the Modules even if you are falling behind with your submitted work.**

**Re-submissions:** Written work can be re-submitted within 48 hours after it is returned, as long as the student earned a grade of C or lower (70% or less) on their submitted work. Online quizzes can be taken twice, allowing for one re-submission per quiz. Presentations, in-class activities, and discussions (and other real-time events) cannot be made up or resubmitted.

#### **GRADING POLICIES:**

We will cover grading scales and grading policies in Module A and during our first class meeting. **There are a total possible 300 points which can be earned in the course.**

**Grading Scale:** Grades are assigned based on the number of points earned in the class and the percentage you earn of those points.

The grading scale is as follows:

- **To get an A, you need to get 90-100% of all total points (270-300 points)**
- **To get a B, you need to get 80-89% of all total points (240-289 points)**
- **To get a C, you need to get 70-79% of all total points (210-239 points)**
- **To get a D, you need to get 60-69% of all total points (180-209 points)**
- **If you get 59% (179 points) or fewer of all total points, you will get an F in the class.**

#### **ONLINE LEARNING MODULES**

There are 10 content learning modules (Modules 1-11) and 1 supplemental module (Module A), for a total of 11 modules. Each module contains a lesson which corresponds to the chapter in the textbook and several learning tasks and assessments. Each module opens and closes one week apart on a specific date and time, and all activities and assignments must be turned in by that date and time to be considered "on time."

**Each content module includes the following:**

**Open and Close Dates:** Modules "open" at 12:00<sup>am</sup> (midnight) and "close" at 11:59<sup>pm</sup> on the date specified (one week apart, usually), but I typically work during normal business hours, so expect a response from me during the day even if you posted at night.

**Quizzes:** Ten quizzes will be given throughout content modules (Modules 1 -10) this semester. These quizzes are based on the content in the chapter and the module. Quizzes are timed (20 minutes each) and will allow for one resubmission. Blackboard will retain each student's highest score. One extra-credit quiz will be given in Module A.

**Activities and Assignments:** Each module includes specific activities such as discussion posts, trial assessments, and other activities. These are designed to help you integrate your content knowledge and interact with your fellow students. Guidelines for each of these are found in Blackboard in the corresponding subfolders. **Due dates for ALL Activities are in the Course Calendar PDF and on Blackboard.**

**Groups:** In this class, you will choose small groups of 3-4 classmates to help each other throughout the semester. This is because having a stable work group will assist you in being able to learn the content and provide feedback for each other, as well as help you to stay on top of deadlines and provide a model for working together collaboratively, an essential component of any special service provision in a school environment.

### **ASSIGNMENTS AND GRADED ACTIVITIES (WITH POINT VALUES):**

Guidelines and rubrics for all assignments are located in the appropriate Module folder in Blackboard.

**All due dates are listed in the Course Calendar.**

#### **Online Quizzes: (10 x 10 points each, 100 points) various dates:**

The modules listed above all have online quizzes embedded in them which are due by the module close date. Quizzes are timed (you will have 15 minutes to complete each quiz) and can be taken twice. Each quiz is worth 10 points.

**Modules 1-10 all have corresponding quizzes.**

#### **Classroom Observation Write-Ups (2 x 25 points each, 50 points total):**

You will observe in classroom settings that include students with disabilities on two different occasions. These must be classrooms that provide services for students with disabilities. In order to be observed, you must have permission from the school district and the school to conduct observations via a background check. You can obtain a background check by contacting the district office of the school(s) in which you would like to observe and following their specific protocol to complete a background check. Information about these observations, including the observation forms and rubric, will be placed in Blackboard and all observations will be uploaded into Blackboard as PDFs before the due dates in the modules.

#### **Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP; 50 points):**

Each student will conduct a brief Functional Behavior Assessment (FBA) and then use that information to develop a Behavior Intervention Plan (BIP). Students will be given a case scenario with sample data, on the basis of which they will write a FBA. After submitting their FBA, students will be provided with the results of the FBA, and they will develop a Behavior Intervention Plan (BIP).

**Classroom Blueprint Project (100 points):** After choosing a grade level and classroom that you are interested in teaching, you will write a thorough report addressing each of the following classroom components: Rules and Expectations, Physical Space, Routines and Procedures, Managing Student Work, Maintaining Appropriate Student Behavior, Managing Student Problem Behavior, And Communication with Home and Family. The instructor will provide you with more information on this project, including a rubric for and appropriate guidelines, through Blackboard. **The Classroom Blueprint Project is due at the end of Module 11 and students will sign up for a session of Blackboard Collaborate to present their projects.**

**Extra Credit (various points):** Throughout the semester, there will be various activities that will qualify as extra credit, including extra assessment opportunities and class participation points. The instructor will notify the class as these become available but you may also ask about extra credit options. No more than 2 (two) written extra credit assignments can be turned in by one student. **Students may only turn in extra credit if all required assignments are completed.**