

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**Education
EDUC528
Classroom Management for the Digital Teacher
Credit Hours: 3
Length of Course: 8 weeks
(Prerequisite: EDUC621)**

Course Description (Catalog)

This course is designed for the practicing K-12 education professional or leader who teaches in a virtual or hybrid classroom setting. The focus is on proactive and reactive positive classroom management approaches and strategies that are unique to a digital learning environment. Program candidates will explore systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) and topics such as cultural considerations, data tools, assessment and analysis of behaviors, and fostering community and collaboration in online classrooms. In this course, candidates will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC621)

Course Scope

This course is designed for the practicing professional and focuses on positive, proactive, and reactive classroom management approaches and strategies for the virtual classroom. Emphasis is placed on specific tools and techniques to improve student engagement and safety in the online classroom. This course stresses the importance of data-based decision making and practical methods for effectively monitoring student progress in the online classroom.

Course Objectives

After successfully completing this course, you will be able to:

1. Analyze major theorists and national professional organizations' digital education standards (CAEP 1.1; ISTE NETs 1c)
2. Apply strategies and best practices to virtual field-based behavioral issues/challenges (CAEP 1.1; ISTE NETs 2b, 3a, 5c, 6a)
3. Evaluate cultural and contextual in-class/out-of-class variables that impact behaviors in online classrooms (CAEP 1.1)
4. Discuss systems for behavioral and academic interventions (e.g. RTI, PBIS). (CAEP 1.1; ISTE NETs 4d)
5. Apply assessments and data tools for analyzing student behaviors in online classrooms. (CAEP 1.1; ISTE NETs 7c)
6. Create proactive and reactive plans to address behavioral issues in online classrooms. (CAEP 1.1;

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ISTE NETs 5c)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded Forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty member will support students throughout this eight-week course.

Course Materials

Required Readings

See link to required weekly readings/materials and resources in the Lesson tab area of the course

Evaluation Procedures

Reading Assignments: Every week you are assigned readings and other materials (e.g. videos, podcasts, etc.). You are expected to keep up with the reading assignments and weekly Lesson content, which will directly relate to the Forum questions and other assignments.

Forum Discussion: Interacting with your classmates and instructor is a critical part of your learning experience. It is my intent to have reflective and academic stimulating discussions in the classroom each week. In order to accomplish this there are two basic requirements of your participation. These requirements are:

1. To assist in getting discussions started early, please post your initial responses by 11:55 pm ET, Wednesday of the week. Respond to at least 2 other people by 11:55 pm ET, Sunday (the end of the week). You should participate on several different days during the week to help keep dialogue propelling forward. A **forum rubric** is provided in the Forums area of the course for guidance.
2. To clearly and completely answer a question, a post should be at least 300 words in length and reply posts should be at least 150 words in length. Late initial postings (after the due date) will be accepted but will result in a deduction of points.

"I agree" or "great job" is not enough for a forum posting. Explain why you agree or why you think the learner did a great job and relate your responses to readings and course content. Personalize your response with your professional experiences from the field. Please do not wait until the last minute to respond to others. Discussions are conversations where we exchange information and ideas. Please participate early enough so that you and others have opportunities to respond and thus all benefit.

Forum Discussion Ground Rules

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1. Read posts with a professional disposition and attitude that you are open to rethinking your own beliefs and assumptions.
2. Acknowledge what the other person says and add to it in a substantive way.
3. Demonstrate professional courtesy and respect for one another.

The introduction forum in Week 1 serves as your official entry into the course. You must post in that forum by Sunday 11:55 pm ET or you will be dropped from the course.

Assignments

In this course, completing various types of assignments and projects is required. In addition to some traditional paper assignments, assignment types include PowerPoints, options to complete podcasts, dynamic blogs, application of technological tools, and projects that include creating plans related to online classroom management aspects.

Late assignments may be accepted and may result in point a point deduction even beyond what is incorporated into assignment rubrics to account for lateness. Always contact your professor in advance about needing extra time to submit an assignment.

Grading:

Grade Instruments	Percentages
Weekly Forums	30%
Assignments	50%
Final Project	20%
TOTAL	100%

8-Week Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Review of Student Engagement and Motivation	Analyze major theorists and national professional organizations' digital education standards	<i>See link to required readings and materials in the Lessons area of the course</i>	Introduction Forum Forum 1 Assignment 1
2	Fundamentals of Student Motivational Strategies in the Online Classroom	Apply strategies and best practices to virtual field-based behavioral issues/challenges	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 2 Assignment 2
3	Apps for Online Learning	Apply strategies and best practices to virtual field-based behavioral issues/challenges Apply assessments and data tools for analyzing student behaviors in online	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 3 Assignment 3

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		classrooms.		
4	Personal Safety Online and Cyberbullying	Apply strategies and best practices to virtual field-based behavioral issues/ challenges Analyze major theorists and national professional organizations' digital education standards	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 4 Assignment 4
5	The Virtual Classroom and Effective Communication	Apply strategies and best practices to virtual field-based behavioral issues/ challenges Create proactive and reactive plans to address behavioral issues in online classrooms	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 5 Assignment 5
6	Cultural Diversity and its Significance and Influence in Online Classrooms.	Evaluate cultural and contextual in-class/out-of-class variables that impact behaviors in online classrooms	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 6
7	PBIS, RTI in the Virtual Classroom	Understand systems for behavioral and academic interventions Apply assessments and data tools for analyzing student behaviors in online classrooms. Create proactive and reactive plans to address behavioral issues in online classrooms	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 7 Assignment 6
8	Managing Classrooms to Nurture Students and Promote Learning	Apply strategies and best practices to virtual field-based behavioral issues/ challenges	<i>See link to required readings and materials in the Lessons area of the course</i>	Forum 8 Final Project: Dynamic Blog

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

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[Extension Process and Policy](#)
[Disability Accommodations](#)

Writing Expectations

All written submissions must follow APA format and adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

Citation and Reference Style

Attention Please: Students will follow the most recent edition of the APA Manual as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the most recent edition of the APA Manual.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :)

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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