OAKLAND CITY UNIVERSITY
SCHOOL of EDUCATION
GRADUATE STUDIES

EDUC 557s Secondary Classroom Management

Term: Fall 2019
Time: 8am – 12 noon Central Time
Scheduled Saturdays: Aug 24, Sept 7 & 21, Oct 5 & 19, Nov 2

Location: Kennedy Center

Professor Contact Information
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Course Description

Explores current research and practices of classroom management. Students are expected to develop a philosophy of classroom management as a well as plan that they can use in their classrooms. (3 Credit Hours)

Prerequisite Studies
None.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to encourage educators to recognize the importance of having, incorporating and consistently practicing a classroom management plan. Upon successful completion of this course students should be able to:

1. Understand and acquire effective strategies for areas of classroom management that research indicates can have a significant influence on student achievement
2. Understand the role that leadership plays in the creation and maintenance of a safe and orderly environment.
3. Apply the principles of preventive discipline/management and supportive/corrective discipline/management.

Instructional Design

Students will explore theorists, trends, concepts and strategies through course discussions, collaboration, reading of current texts and professional articles, research, etc.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

The following resources are required in the completion of course learning activities.

A Handbook for Classroom Management that Works (Nov 2005)
R. Marzano, B. Gaddy, M. Foseid, M. Foseid, and J. Marzano
ISBN 13 is 978-0135035818, ISBN 10 is 0135035813
***ANY version of the text will work (digital, soft, hard) but be sure to order the HANDBOOK!
There is a text to accompany the handbook if you wish to purchase for yourself (listed below).

Supplemental Textbooks recommended but not required!
The Leader in Me
Covey, S.; Covey, S.; Summers, M.; Hatch, D.
ISBN13 is 978-1-4767-7218-9; ebook ISBN 978-1-4767-7219-6

Classroom Management That Works
Marzano, Robert J.; Marzano, Jana S.; Pickering, Debra J.
ISBN13 is 9780871207937 ISBN10: 0871207931

Fires in the Bathroom: Advice for Teachers from High School Students
Cushman, Kathleen ISBN13 is 9781565849969 ISBN10: 1565849965

Resources

www.ascd.org. (n.d.). Retrieved from
(http://carnegie.org/fileadmin/Media/Publications/PDF/Content_Areas_report.pdf, n.d.)m
Association of Curriculum and Instruction: www.ascd.org

http://teach.com/what/teachers-know/stem-education. (n.d.). Retrieved from Teach:
http://teach.com/what/teachers-know/stem-education

http://www.nctm.org/. (n.d.). Retrieved from National Council of Teachers of Mathematics:
http://www.nctm.org/

http://www.nsta.org/. (2014-2015). Retrieved from National Science Teachers Association:
http://www.nsta.org/

http://www.pbs.org/teachers/ (n.d.). Retrieved from PBS TeacherLine:
http://www.pbs.org/teachers/

http://www.usnews.com/topics/subjects/stem-education. (n.d.). Retrieved from US News and
World Report: http://www.usnews.com/topics/subjects/stem-education

http://carnegie.org/fileadmin/Media/Publications/PDF/Content_Areas_report.pdf

https://www.ted.com/talks?page=2&sort=newest&topics%5B%5D=education

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Wong, Harry K., Rosemary Tripi Wong, Chelonnda Seroyer (2009) *The First Days of School.*
Harry K. Wong Publications

Cushman, Kathleen (2010). *Fires in the Mind* (1st Ed.) San Francisco, CA: What Kids Do

Sousa. (2006). *How the Brain Learns* (3rd Ed.). Thousand Oaks, CA: Corwin.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Class	Lesson Title and Topics	Learning Activities Scheduled
1	**Critical Role of Classroom Management** **Rules and Procedures** **Before class**: Read and complete the introduction and Chapter 1 modules 1, 2, and 3. Think about all the various methods and theories of classroom management. Consider some basic principles. Be prepared to discuss what Marzano says about the importance of management, the effective components of effective management. **Discussion**: Marzano Introduction Section 1: Rules and Procedures Module 1: General Classroom Behavior Module 2: Beginning and Ending the Period or the Day Module 3: Transitions and Interruptions **Begin the draft** of your personal vision and mission considering these questions: **Vision:** What outcomes do you want for your students? Consider the knowledge, skills and 21st century skills you are looking to develop in each and every student? **Mission:** What will you do EVERYDAY to create the conditions so that your vision comes true?	**Today's Class discussion of** Review: Marzano Chapter 1 modules 1, 2 & 3 Watch in class when time allows: **Tyler Hester** https://www.youtube.com/watch?v=LdF5ry5g5-w **Classroom Management Week 1 Day 1** https://www.youtube.com/watch?v=pgk-719mTxM **Classroom Management Week 1 Day 2** https://www.youtube.com/watch?v=RTnZy3jDDx0 **Classroom Management Week 1 Day 3** https://www.youtube.com/watch?v=geLvLd3uosk **Harry Wong** https://www.youtube.com/watch?v=u27OKWfLh6Y Top 10 Classroom Procedures and Routines https://www.youtube.com/watch?v=H7tJ_MPnCDU **Assignment for Class #2** Finish Marzano Chapter 1, modules 3, 4, and 5.

Class	Lesson Title and Topics	Learning Activities Scheduled
2	**Continue with Critical Role of Classroom Management Rules and Procedures** **Discussion:** Considering your initial Mission and Vision for Classroom Management, discussion will take into account other theories and considering intervention techniques. Tweak your current Mission and Vision draft and begin to brainstorm with peers what your rules and procedures will look like. Begin this draft. Review of tasks in Section 1: Module 4: Use of Materials and Equipment Module 5: Group Work Module 6: Seat Work and Teacher-Led Activities	**TODAY'S Class discussion of** Marzano Chapter 1 modules 4, 5, 6 **Assignment for Class #3** Marzano Chapter 2, modules 7, 8, and 9 Make changes, adaptations to your management rules and procedures and draft Disciplinary Interventions. **Watch in class today if time allows: Art and Science of Teaching (Marzano Interview)** https://www.youtube.com/watch?v=YhB_R_FT9y4
3	**Discipline and Consequences Section 2** **Module 7: Teacher Reaction** **Module 8: Tangible Rewards** **Module 9: Direct Cost** **Discussion:** Considering your initial Mission and Vision for Classroom Management, discussion will take into account other theories and considering intervention techniques. Tweak your current Mission and Vision draft and begin to brainstorm with peers what your rules and procedures will look like. Review of tasks in Section 2, modules 7,8, and 9.	**TODAY'S Class discussion of** Marzano Chapter 2, modules 7, 8, 9 **Assignment for Class #4** Marzano Chapter 3, modules 13, 14, 15 Based on class and the readings, make adaptations to rules and procedures and Disciplinary Interventions. Develop draft of teacher-student relationship concepts and student responsibility.

Class	Lesson Title and Topics	Learning Activities Scheduled
4	**Classroom Management and the Teaching and Learning Process** **Section 3**: Teacher-Student Relationships **Module 13: Behaving Equitably and Responding Affirmatively to Questions** **Module 14: Exhibiting an Assertive Connection** **Module 15: Being Aware of the Needs of Different Types of Students** The importance of Teacher-Student relationships is greater than many would think. Balance between too much and not enough. Avoiding a friendship but maintaining a level a respect and care. Where's the balance? Mental sets are basically, knowing what is going on in your classroom and reacting to it in a controlled manner.	**TODAY'S Class discussion of:** Marzano Ch 3 modules 13, 14, and 15 **If time allows view the video:** The Noisy Class http://www.behaviourneeds.com/noisyclass/ **Assignment for Class #5** Marzano Chapter 5, modules 18, 19, and 20 Be prepared to discuss your opinions on what age various responsibilities should begin.
5	**Student Responsibility** **Section 5:** **Module 18: The Nature of Responsibility** **Module 19: Strategies for Personal Development** **Module 20: Strategies for Conflict Prevention and Resolution** The goal of student responsibility for classroom management is for students to take ownership of their behavior and monitor their actions. How does child development and brain development figure in the classroom management equation? How much does age equate to maturity?	**TODAY'S Class discussion of** Chapter 5 and modules 18, 19, and 20. **Assignment for Class #6** Mission, Vision, and Overall plan management plan draft to be reviewed by peers. Use the information in Section 6, modules 21, 22, and 23 to help complete your final mission, vision, and management plan.

Class	Lesson Title and Topics	Learning Activities Scheduled
6	**Planning and Prep** *Working with others in the class, provide the draft of your final management plan for peer review. Areas NOT assigned for completion but will be discussed: Section 6: Getting Off to a Good Start Module 21: Before School Begins Module 22: The First Day of School Module 23: The First Two Weeks of School*	**First hour of class, review modules 21, 22, 23 for information relevant to our plans.** **Final management plan due and will be presented in brief PPT summation during hours 2 and 3. Hour 4 will be spent on revisions with a final draft submitted within one week.**

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation in discussion and Attendance	30 points (5 each day)
Readings and other weekly assignments	75 points (5 points per module X 15 modules)
Assignments: Planning and Implementation	20 points drafts of Mission and Vision 25 points drafts of Management Plan 50 points Final Management Plan
Total	200 points

Participation and Attendance

Participation in weekly discussion forums and responses will determine participation.

Assignments

Assignment 1: Weekly Modules and Reflection

Each week poses a topic, based on the unit's title, for which you are responsible to take time to consider by completing the readings and course modules.

1. Sections 1, 2, 3, and 5 have course readings and response to those readings will generate dialogue in the class. Videos will be used as time allows and student reflection and discussion will be expected. Follow the appropriate guidelines listed above.

2. Continual drafts and revisions of the management plan with the corresponding subheadings will be expected as noted in the calendar.

Learning Outcome: Upon successful completion of this learning activity students should be able to increase their knowledge of classroom management, and be more thoroughly prepared to create a learning environment for children to be successful in the classroom. Continually

examine current practices in search of better solutions and needed change by demonstrating his or her skill in critical evaluation of classroom management strategies.

Assignment 2: Planning and Implementation

Based on the planning template, develop an initial Classroom Management Mission, Vision and Plan that can be the catalyst for your future classrooms. The final plans are to include

    a. Your personal mission towards classroom management.
    b. Your personal vision towards classroom management.
    c. Provide the initial map for your classroom management plan with specific rules, procedures, interventions, relationship tactics, and plans for the start of the school year and beyond.

The student should prepare a brief PowerPoint presentation of their draft to allow for peer-review commentary on the final day of class.

Learning Outcome*:* Upon successful completion of this learning activity students should be able to increase their knowledge of classroom management, and be more thoroughly prepared to create a learning environment for children to be successful in the classroom. Continually examine current practices in search of better solutions and needed change by demonstrating his or her skill in critical evaluation of classroom management strategies.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
140-144	A	4.0	Superior
134-139	A-	3.7	Excellent
129-133	B+	3.3	High Average
123-128	B	3.0	Average
117-122	B-	2.7	Low Average
111-116	C+	2.3	Below Average, Counting as Graduate Credit
106-110	C	2.0	Below Average, Counting as Graduate Credit
00-105	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Objectives and Outcomes Matrix and Assignment Rubrics

Candidate_____

Paper Requirements	Highly Effective 3.25, 3.5, 3.75, 4	Effective 2.25, 2.5, 2.75, 3	Improvement Necessary 1.25, 1.5, 1.75, 2	Ineffective .25, .5, .75, 1
Proper citation APA format				
12 point Times New Roman font.				
Proper grammar and punctuation and lack of misspellings				
				/12

Management Plan (x2)	**Highly Effective** 3.25, 3.5, 3.75, 4	**Effective** 2.25, 2.5, 2.75, 3	**Improvement Necessary** 1.25, 1.5, 1.75, 2	**Ineffective** .25, .5, .75, 1
Mission and Vison Plan shows a commitment to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. INTASC 3(i), 3(n)	Candidates understand, provide, articulate, implement, and steward a mission and vision for his/her classroom. Responses formulate an in-depth and **advanced** approach to the relationship between motivation and engagement and knows how to design learning experiences using strategies that build	Candidates understand, provide, articulate, implement, and steward a mission and vision for his/her classroom. Responses formulate an in-depth and **yet general** approach to the relationship between motivation and engagement and knows how to design learning experiences using strategies that build	Candidates understand, provide, articulate, implement, and steward a mission and vision for his/her classroom. Responses formulate a **minimal** approach to the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction	Candidates understand, provide, articulate, implement, and steward a mission and vision for his/her classroom. Responses **lack an** approach to the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction

	learner self-direction and ownership of learning.	learner self-direction and ownership of learning.	and ownership of learning.	and ownership of learning.
Rules and Procedures Apply skills and strategies for creating a safe, healthy, supportive, and inclusive learning environment that encourages all students' engagement, collaboration, and sense of belonging. **INTASC 3(k), 3(o)**	Plan provides **effective** evidence that it has been well planned and is consistent. Plan **clearly distinguishes** between rules and procedures, and provides insight for establishing procedures, including those that concern managing student work, and describes steps to teach procedures.	Plan provides evidence that it has been well planned and is consistent. Plan **provides** rules and procedures, and provides insight for establishing procedures, including those that concern managing student work, and describes steps to teach procedures.	Plan **provides** rules and procedures, and provides insight for establishing procedures.	Plan **provides** rules and procedures.
Disciplinary Interventions Healthy balance of disciplinary interventions consistent with an understanding of how learner diversity can affect communication and knows how to communicate effectively in differing environments and how to design learning experiences using strategies that build learner self-direction and ownership of learning **INTASC 3(i), 3(l), 3(n), 10(m)**	Plan provides **specific** techniques that acknowledge and reinforce acceptable behaviors; acknowledge and provide negative consequences for unacceptable behavior. **Clear** limits are established for unacceptable behavior and an **effective** system to record these behaviors.	Plan provides techniques that acknowledge and reinforce acceptable behaviors and acknowledge and provide negative consequences for unacceptable behavior. **Limits** are established for unacceptable behavior and a system to record these behaviors.	Plan **recognizes** acceptable behaviors and acknowledge and provide negative consequences for unacceptable behavior. **Some mention of** limits are established for unacceptable behavior and a system to record these behaviors.	Plan **notes** acceptable behaviors and acknowledge and provide negative consequences for unacceptable behavior. **Plan lacks** limits for unacceptable behavior and lacks a system to record these behaviors
Teacher-Student Relationships The plan articulates and understanding of how learner diversity can affect communication and knows how to	Plan is indicative of an **awareness** to the diversity and particular needs of the different types of students and uses **specific** techniques to establish an appropriate level of	Plan is indicative of an **awareness** to the diversity and needs of the different types of students and uses **techniques** to establish an appropriate level of	Plan is indicative of **some awareness** of the diversity and needs of the different types of students and uses **a few general** techniques to establish an	Plan **lacks awareness** of the diversity and needs of the different types of students and **lacks** techniques to establish any level of

communicate effectively in differing environments. Plan is indicative that the teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. **INTASC 3(i), 10(l), 10(m)**	dominance in the classroom while **clearly** communicating an appropriate level of cooperation.	dominance in the classroom while communicating an level of cooperation. .	appropriate level of dominance in the classroom.	dominance in the classroom.
Mental Set The plan shows a commitment to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. **INTASC 3(p)**	Plan provides **specific** techniques to maintain or **heighten** the teacher's awareness of the actions of the students in the classroom. **Specific** techniques employed to maintain a healthy emotional objectivity with students.	Plan provides techniques to maintain or **heighten** the teacher's awareness of the actions of the students in the classroom. Techniques employed to maintain a healthy emotional objectivity with students	Plan provides **few** techniques to maintain the teacher's awareness of the actions of the students in the classroom. **Few** techniques employed to maintain a healthy emotional objectivity with students	Plan **lacks** techniques to maintain the teacher's awareness of the actions of the students in the classroom. Techniques are **not** employed to maintain a healthy emotional objectivity with students
Student Responsibility The plan includes helping learners work productively and cooperatively with each other to achieve learning goals. **INTASC 3(j)**	The plan employs general classroom procedures that enhance student responsibility, provides students strategies for self-monitoring, and **encourages** cognitive-based strategies.	The plan employs general classroom procedures that enhance student responsibility, provides students strategies for self-monitoring, and cognitive-based strategies.	The plan employs general classroom procedures that **may** enhance student responsibility, provides students strategies for self-monitoring, and cognitive-based strategies.	The plan employs general classroom procedures and, **lacks** student strategies for self-monitoring, and cognitive-based strategies.
Getting Started Management plan contributes to a common culture that supports high expectations for student learning. The	There are **distinctive** plans for room arrangement and décor that supports **effective** classroom management. An outline of the first day of school is	There are **clear plans** for room arrangement and décor that supports effective classroom management. An outline of the first day of school is included with a plan	There are plans for room arrangement that supports classroom management. Some mention of the first day of school is included with a plan	Lacking are plans for room arrangement and décor that supports effective classroom management. An outline of the first day of school is missing and/or the

plan clearly respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals **INTASC 10(o), 10(q)**	included with a plan that emphasizes classroom management for the first few days.	that classroom management be **highlighted** the first few days.	for classroom management.	plan for classroom management for the first few days.
Writing Structure and Conventions	Proper, standard writing conventions are used with highly effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Flow of the paper is excellent. Errors in grammar, spelling, and syntax are minimal.	Proper, standard writing conventions are used with effective sentence and paragraph construction. Thoughts expressed are coherent and logical. Minor flaws in the flow of the paper. Errors in grammar, spelling, and syntax are a minimal.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Flaws in the flow of the paper. Errors in grammar, spelling, and syntax are problematic.	Proper, standard writing conventions lacking with poor sentence and paragraph construction. Thoughts expressed lack coherence and logic. Paper is disjointed with numerous error in grammar, spelling, and syntax.
Total number of points				**/32** **X2_____**

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Burden, P. R. (2004). *An educator's guide to classroom management.* Boston: Houghton Mifflin.

Cangelosi, J. S. (2003). *Classroom management strategies: Gaining and maintaining students' cooperation* (5th ed.). Hoboken, NJ: John S. Wiley and Sons, Inc.

Charles, C. M., & Charles, M. G. (2003). *Classroom management for middle-grades teachers.* Boston: Allyn & Bacon.

Charles, C. M., & Senter, G. W. (2004). *Building classroom discipline* (8th ed.). Boston: Allyn & Bacon.

Charles, C. M., & Senter, G. W. (2004). *Elementary classroom management* (4th ed.). Boston: Allyn & Bacon.

Cipani, E. (2003). *Classroom management for all teachers: 12 plans for evidence-based practice* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Hardin, C. J. (2003). *Effective classroom management: Models and strategies for today's classrooms.* Upper Saddle River, NJ: Pearson Education, Inc.

Janusz, E. (2003). *Notes from a cool teacher: A new perspective on classroom management.* Lincoln, NE: iUniverse Book Publishing Company.

Jones, V., & Jones, L. (2003). *Comprehensive classroom management: Creating communities of support and solving problems* (7th ed.). Boston: Allyn & Bacon.

Kyle, P. B., & Rogien, L. R. (2003). *Opportunities and options in classroom management.* Boston: Allyn & Bacon.

Landau, B. S. M. (2003). *The art of classroom management: Building equitable learning communities* (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Levin, J. (2003). *What every teacher should know about classroom management.* Upper Saddle River, NJ: Pearson Education, Inc.

Levin, J., & Nolan, J. F. (2003). *Principles of classroom management: A professional decision-making model* (4th ed.). Boston: Allyn & Bacon.

Lindberg, J. A., Kelley, D. E., & Swick, A. M. (2004). *Common-sense classroom management for middle and high school teachers.* Thousand Oaks, CA: Corwin Press.

McLoed, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies.* Alexandria, VA: Association for Supervision and Curriculum Development.

Rogovin, P. (2004). *Why can't you behave?: The teacher's guide to creative classroom management, K-3.* Portsmouth, NH: Heinemann.

Smith, R. (2004). *Conscious classroom management: Unlocking the secrets of great teaching.* Thousand Oaks, CA: Corwin Press.

Tileston, D. E. W. (2003). *What every teacher should know about classroom management and discipline.* Thousand Oaks, CA: Corwin Press.

Wilson, D. A. (2004). *Strategies for classroom management, K-6: Making magic happen.* Lanham, MD: Rowman & Littlefield Publishers, Inc.

Wolfgang, C. H. (2004). *Solving discipline and classroom management problems: Methods and models for today's teachers* (6th ed.). Hoboken, NJ: John S. Wiley and Sons, Inc.

Websites

http://www.disciplinehelp.com

http://www.teachingtips.com

http://www.teachervision.fen.com

http://www.innovativeclassroom.com

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter (@ocu47660). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

  ∗ Use correct spelling and grammar.

  ∗ Some assignments require a specific form or format—use as directed.

  ∗ Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

  ∗ Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

* Use your name, course number, and assignment name as the file name of a document when submitted electronically.

* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

  Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

  Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

  For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;

- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

1. Skills
   1.1 Technological Skills
   1.2 Pedagogical proficiency
2. Disposition
   2.1 Promotion of ethical and moral values
   2.2 Community service through positive leadership
   2.3 Lifelong learning and Collaboration
3. Knowledge
   3.1 Knowledge of Student
   3.2 Knowledge of Content
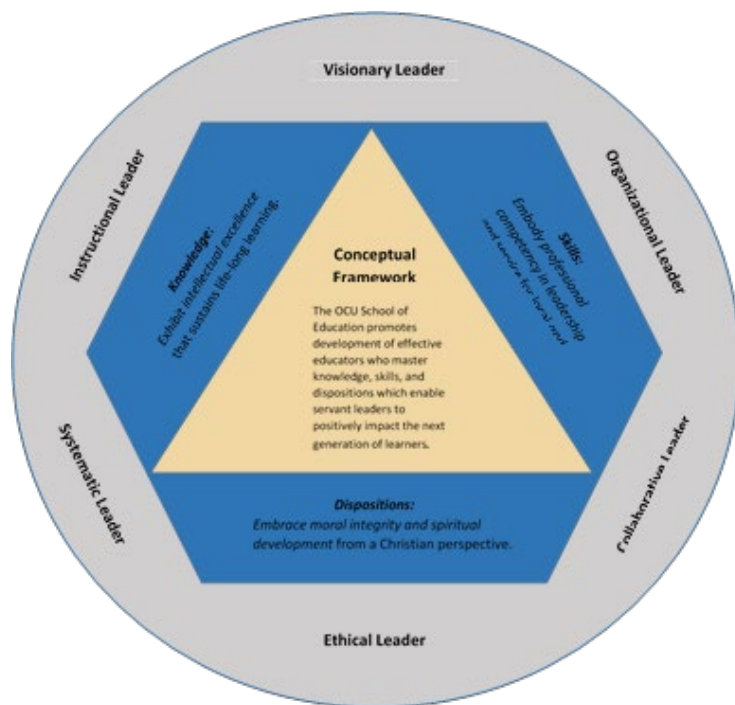
Courseware Usage

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