

## Abilene Approval Chart for Curriculum Changes

A = Approve      I = Information Item      R = Respond In Writing

Course Number: **EDUC 430 - Classroom Management and Methods**      or Degree Plan(s):

|     |                                                                                                                                        | Dept./School | College | Dean | TEC | AUAC/Grad | Provost |
|-----|----------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|------|-----|-----------|---------|
|     | <b>Campus-Level Academic Review<sup>1</sup></b>                                                                                        |              |         |      |     |           |         |
|     | <b>Change to a Course</b><br><small>Include signatures from all chairs/program directors for cross-listed courses.<sup>1</sup></small> |              |         |      |     |           |         |
| 1.  | Title (description unchanged)                                                                                                          | A            | A       | A    | I   | I         | I       |
| 2.  | Description (not affecting content)                                                                                                    | A            | A       | A    | I   | I         | I       |
| 3.  | Course term(s)                                                                                                                         | A            | I       | A    | I   | I         | I       |
| 4.  | Content (change of course outcomes)                                                                                                    | A            | A       | A    | I   | I         | A       |
| 5.  | Number of credit hours                                                                                                                 | A            | A       | A    | A   | A         | A       |
| 6.  | Course number within the hundred                                                                                                       | A            | A       | I    | I   | I         | I       |
| 7.  | Course number beyond the hundred                                                                                                       | A            | A       | A    | A   | A         | A       |
| 8.  | Prerequisites                                                                                                                          | A            | A       | A    | I   | I         | I       |
| 9.  | Course restriction (e.g., majors only, junior standing)                                                                                | A            | A       | A    | A   | A         | A       |
| 10. | Level change (U to G or G to U)                                                                                                        | A            | A       | A    | A   | A         | A       |
| 11. | Cross list course                                                                                                                      | A            | A       | A    | A   | A         | A       |
| 12. | Department of record                                                                                                                   | A            | A       | A    | A   | A         | A       |
| 13. | Open or close a course                                                                                                                 | A            | A       | A    | A   | A         | A       |
|     | <b>Change to a Degree Plan</b>                                                                                                         |              |         |      |     |           |         |
| 14. | Educational Program — Revise                                                                                                           | A            | A       | A    | A   | A         | A       |
| 15. | Educational Program — Adopt/revise admission requirements                                                                              | A            | A       | A    | A   | A         | A       |
| 16. | GPA — Revise program-required GPA                                                                                                      | A            | A       | A    | A   | A         | A       |
| 17. | Minor — Revise                                                                                                                         | A            | A       | A    | A   | A         | A       |

|     |                                                           | Dept./School | College | Dean | TBC | AUAC/Grad | Provost | Campus Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------|--------------|---------|------|-----|-----------|---------|----------------|-------------|-----------|
|     | <b>Full Review</b>                                        |              |         |      |     |           |         |                |             |           |
|     | <b>Change to Catalog Information (for Campus)</b>         |              |         |      |     |           |         |                |             |           |
| 18. | General requirements for Bachelor's and Associate Degrees | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 19. | Policies governing academic probation and suspension      | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 20. | Requirements for graduating with honors                   | -            | -       | -    | -   | A         | A       | A              | A           | I         |
|     | <b>Change to a Degree Plan</b>                            |              |         |      |     |           |         |                |             |           |
| 21. | Educational Program — Add or Discontinue <sup>23</sup>    | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 22. | Educational Program — Discontinue (Provost-proposed)      | R            | -       | R    | A   | A         | A       | A              | A           | I         |
| 23. | Minor — Add or Discontinue                                | A            | A       | A    | A   | A         | A       | -              | A           | I         |
| 24. | Minor — Discontinue (Provost-proposed)                    | R            | -       | R    | A   | A         | A       | -              | A           | I         |
| 25. | Degree — Add or Discontinue                               | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 26. | Degree — Discontinue (Provost-proposed)                   | R            | -       | R    | A   | A         | A       | A              | A           | I         |

|     |                                                                             | Dept./School | College | Dean | AUAC | Provost | UGRC | University Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------------------------|--------------|---------|------|------|---------|------|--------------------|-------------|-----------|
|     | <b>Change to General Education Requirements for Undergraduates (System)</b> |              |         |      |      |         |      |                    |             |           |
| 27. | Change course outcomes of an included course                                | A            | A       | A    | A    | A       | A    | -                  | A           | I         |
| 28. | Add or drop a required course from the General Education Requirements       | A            | -       | A    | -    | A       | A    | A                  | A           | I         |
| 29. | Add or drop a course from a menu within the General Education Requirements  | A            | -       | A    | -    | A       | A    | -                  | A           | I         |
| 30. | Comprehensive revision of General Education Requirements                    | -            | -       | -    | -    | A       | A    | A                  | A           | I         |

#### Notes

<sup>2</sup> Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

<sup>3</sup> For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

<sup>4</sup> When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

**Department/School(s)**

*Stephane Talley*

Chair Signature

*3-18-24*

Date

*Stephane Talley*

Chair/Program Director Signature

*3-18-24*

Date

**College Academic Council(s)**

*D. V.*

Chair Signature

*4-12-2024*

Date

*Stephane Talley*

Chair Signature

*4.15.24*

Date

**Dean(s)**

*[Signature]*

Signature

*4/15/2024*

Date

Signature

Date

**Teacher Education Council**

Signature

Date

**Campus Academic Council:  
Abilene Undergraduate or Abilene Graduate**

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**Signature**

**Date**

**Provost**

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**Signature**

**Date**

**University General Education Council**

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**Signature**

**Date**

**University Faculty**

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**Abilene Faculty Senate Chair signature**

**Date**

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**Dallas Faculty Council Chair signature**

**Date**

**Senior Vice President for Academic Affairs**

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**Signature**

**Date**

**President**

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**Signature**

**Date**

# Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

|                                              |          |
|----------------------------------------------|----------|
| Course ID ( <i>Subject Code and Number</i> ) | EDUC 430 |
|----------------------------------------------|----------|

## 1. Systems and Catalog Information Complete each item.

|    |                                                                            |                                                                               |
|----|----------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| A  | Course Developer                                                           | Kim Hardin, Joseph McAnulty, and Stephanie Talley                             |
| B  | Course Instructor                                                          | Kim Hardin, Joseph McAnulty, and Stephanie Talley                             |
| C  | Course Title                                                               | Classroom Management and Methods                                              |
| D  | Course Abbreviation for Banner<br>if title is more than 30 characters      | Classroom Management & Methods                                                |
| E  |                                                                            | CAHSS - Arts, Humanities, and Social Sciences ▾                               |
| F  |                                                                            | SOE - School of Education ▾                                                   |
| G  |                                                                            | 3 ▾                                                                           |
| G1 |                                                                            | 3 ▾                                                                           |
| G2 |                                                                            | 0 ▾                                                                           |
| H  | Is the course for a fixed or variable<br>number of credit hours?           | Fixed ▾<br>If variable, explain rationale:                                    |
| I  | Is the course repeatable for additional<br>credit?                         | No ▾                                                                          |
| J  | Maximum total number of credit hours<br>a student can earn for this course | 3                                                                             |
| K  |                                                                            | Lecture (LEC) ▾<br>See Schedule Type definitions in the Reference<br>section. |
| L  |                                                                            | 3 ▾                                                                           |
| M  |                                                                            | Standard ▾                                                                    |
| N  | Maximum Enrollment                                                         | 20                                                                            |

|    |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| O  | <b>Catalog Description</b><br>(50 words or less)                                                                                                           | In this course, education minors will begin to define personal philosophies of teaching that will drive conversations around intentional, thoughtful decisions about curriculum, classroom environments, and pedagogical choices. This work will lay the foundation for effective teaching that encourages active student engagement in pursuit of worthwhile learning. |
| P  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                | EDUC 211 and EDUC 221                                                                                                                                                                                                                                                                                                                                                   |
| Q  | List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite) |                                                                                                                                                                                                                                                                                                                                                                         |
| R  | If the course is cross-listed, specify the subject code and course number of the other course                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
| S  | Does this course require any additional student course fees?                                                                                               | No ▾<br>If yes, attach a completed <a href="#">course fee form</a> .                                                                                                                                                                                                                                                                                                    |
| T1 | Will the course be offered in <b>fall</b> terms?                                                                                                           | No ▾                                                                                                                                                                                                                                                                                                                                                                    |
| T2 | Will the course be offered in <b>spring</b> terms?                                                                                                         | Yes, every year ▾                                                                                                                                                                                                                                                                                                                                                       |
| T3 | Will the course be offered in <b>summer</b> terms?                                                                                                         | No ▾                                                                                                                                                                                                                                                                                                                                                                    |
| U  | First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>                                   | Spring 2025                                                                                                                                                                                                                                                                                                                                                             |
| V  | Is this course required for a program(s)?                                                                                                                  | Yes ▾<br>If yes, attach a completed <a href="#">curriculum proposal</a> to change the program(s).                                                                                                                                                                                                                                                                       |

|   |                                                                                                                                                                                                        |                                                                                                                                                                                                                                             |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W | Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>                    | No ▾<br>If yes, provide rationale:                                                                                                                                                                                                          |
| X | Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>                                                 | No ▾<br>If yes, provide course ID, term, and enrollment:                                                                                                                                                                                    |
| Y | List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i> | EDUC 431<br>EDUC 432<br><br><a href="https://docs.google.com/document/d/1lkv4evxTK90B_7V12R-e_sFgNkoDqhoXBbO5GpKg5s8/edit?usp=sharing">https://docs.google.com/document/d/1lkv4evxTK90B_7V12R-e_sFgNkoDqhoXBbO5GpKg5s8/edit?usp=sharing</a> |

## 2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course is designed to serve as one of the final courses in education minor track and will be reserved for students pursuing an education minor, but not enrolled in the certification education program.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course will allow education minors interested in learning about classroom management and pedagogical methods without requiring access to area schools to complete field experiences.

## 3. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

This course is designed to serve those pursuing a minor in education. Students enrolled will have already taken Introduction to Education (EDUC 211) and Educational Psychology (EDUC 221). This course serves to build upon and intentionally connect the content of those courses. Overarching goals include integrated approaches to classroom management, curriculum design, and pursuing equitable and just learning structures.

- B. Student Learning Outcomes and Measurements

|   | Student Learning Outcome                                                                                                                                                                       | Measurement                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1 | Students will be able to apply knowledge of developmental and learning theories to specific contexts in pursuit of creating safe and productive learning spaces.                               | Management Toolkit; Weekly Responses             |
| 2 | Students will be able to apply their knowledge of student development and learning to create curricula that are engaging, relevant, and rigorous.                                              | Instructional Unit; Weekly Responses             |
| 3 | Students will be able to identify and explain the impact of complex, systemic influences on teaching and learning in order to develop learning experiences in thoughtful and intentional ways. | Teaching Philosophy; Weekly Responses            |
| 4 | Students will be able to critically evaluate and justify their instructional decisions, reflecting on how those practices align with their beliefs about teaching and learning.                | Critical Evaluation and Justification-Final Task |

#### C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

All course readings, assignments, and resources will be made available digitally by the instructors on Canvas.

## 4. Supporting Documentation

| Required of all applications |                                                                |
|------------------------------|----------------------------------------------------------------|
| 1                            | <a href="#">EDUC 430 Approval Chart for Curriculum Changes</a> |

|                             |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                           | <b>Syllabus</b> — <a href="#">EDUC 430 Syllabus</a>                                                                                                                                                                                                                                                                                     |
| 4                           | <b>Library</b> — Submit new course application and syllabus to the Library dean's office. <b>Attach</b> the Library's memo.                                                                                                                                                                                                             |
| <b>Attach if applicable</b> |                                                                                                                                                                                                                                                                                                                                         |
| 5                           | <b>Content Overlap</b> — Include one document for each course you listed in Section 1Y. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                              |
| 6                           | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location(s).                                                                                                                                    |
| 7                           | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 8                           | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 9                           | <b>Justification</b> — <b>Attach</b> any documents to which you refer in Section 2B.                                                                                                                                                                                                                                                    |



**EDUC 430 – Classroom Management and Methods**  
Spring 2025

**Contact Information (listed in alphabetical order)**

Dr. Kim Hardin  
Assistant Professor, Director of Data and Accreditation  
Email: [kam00e@acu.edu](mailto:kam00e@acu.edu)  
Availability for Student Meetings: MW 11:00-2:00, F 9:00-11:00, or by appt.

Office: 106  
Office Phone: (325) 674-6317  
Cell: (254) 495-4458

Dr. Joe McAnulty  
Assistant Professor  
Email: [jdm21b@acu.edu](mailto:jdm21b@acu.edu)  
Availability for Student Meetings: MWF 12:00-2:00, TR 11:00-12:00, or by appt.

Office: 128B  
Office Phone: (325) 674-2205  
Cell: (325) 280-0945

Dr. Stephanie Talley  
Associate Professor, Department Chair  
Email: [srt03c@acu.edu](mailto:srt03c@acu.edu)  
Availability for Student Meetings: By appointment

Office: 101A  
Office Phone: (325) 674-2112  
Cell: (325) 668-1496

**Mission Statements**

**ACU Mission:** *To educate its students for Christian service and leadership throughout the world*

**College of Arts, Humanities, and Social Sciences Mission:** *To provide transformative education across the liberal arts and social sciences, all through the lens of a distinctly Christian worldview*

**School of Education Mission:** *To prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God*

**About the Course**

**Meeting Times:** TTh 3:00-4:30  
**Intended Audience:** Education Minors  
**Credit Hours:** 3

**Room:** Education Building, Rm. 112  
**Pre-Requisites:** EDUC 211 and EDUC 221

**Course Description**

In this course, education minors will begin to define personal philosophies of teaching that will drive conversations around intentional, thoughtful decisions about curriculum, classroom environments, and pedagogical choices. This work will lay the foundation for effective teaching that encourages active student engagement in pursuit of worthwhile learning. This course is for education minors who are not pursuing certification.

**Unique Christian Perspective**

We believe that teaching is a ministry and special calling (Ephesians 4:11-12). It is impossible for us to separate what we believe about children from our faith. Therefore, students in this class will be called upon to explore how their faith shapes them as a professional. Throughout the course, students will be asked to engage with and respond to questions about how their faith will influence them in learning spaces.

## Guiding Questions

To inform the design of this course, a collection of guiding questions was developed. We will attempt to thoughtfully examine these questions during our time together this semester. While these questions are by no means exhaustive, they serve as one way to frame this course.

1. What does it look like to align our values and beliefs about teaching and learning with our practices?
2. What practices will help me become an educator who learns from children, families, and places to make my work engaging, rigorous, inspiring, and oriented towards justice and equity?
3. How does the human experience impact behavior in learning settings and in what ways can I orchestrate a safe and productive learning environment?
4. How do we become aware of and navigate the complexity and challenges of implementing powerful teaching and learning?
5. In what ways can curriculum be intentionally created and/or curated in response to the learners in our spaces?

## Student Outcomes & Course Objectives

1. Students will be able to apply knowledge of developmental and learning theories to specific contexts in pursuit of creating safe and productive learning spaces.

*Assessments: Management Toolkit; Weekly Responses*

2. Students will be able to apply their knowledge of student development and learning to create curricula that are engaging, relevant, and rigorous.

*Assessments: Instructional Unit; Weekly Responses*

3. Students will be able to identify and explain the impact of complex, systemic influences on teaching and learning in order to develop learning experiences in thoughtful and intentional ways.

*Assessments: Teaching Philosophy; Weekly Responses*

4. Students will be able to critically evaluate and justify their instructional decisions, reflecting on how those practices align with their beliefs about teaching and learning.

*Assessments: Critical Evaluation and Justification-Final Task*

## Texts & Resources

All course readings, assignments, and resources will be made available digitally on Canvas. It is your responsibility to access them, print them if desired, and have them accessible during class.

## Graded Components

|                                       |       |
|---------------------------------------|-------|
| Professionalism and Preparation       | (15%) |
| Safe and Effective Learning Spaces    | (25%) |
| Curriculum Development                | (25%) |
| Equitable and Just Teaching           | (25%) |
| Critical Evaluation and Justification | (10%) |

## Department Grading Scale

A = 92-100

B = 83-91

C = 74-82

D = 65-73

F = below 65

## Course Assignments

### Professionalism and Preparation (15%)

Throughout the semester, you will be responsible for submitting preparatory responses ahead of our class sessions. Most weeks, you will have a task/prompt/activity assigned that will shape your response and/or guide your engagement with the assigned readings. While the specifics of the task will vary week to week, they will require you to engage with the assigned readings, the topics to be discussed in class, and to prepare you for the course's activities. Additionally, this portion of your grade will include any graded in-class tasks or assignments, including activities like class presentations and socratic seminars.

### Safe and Effective Learning Spaces - Management Toolkit (25%)

There is no shortage of classroom and behavior management systems, policies, programs, and philosophies. It is important for our learning environments to intentionally reflect what we know and believe about development and learning. You will create a management toolkit for your specific learning context. [RUBRIC](#)

### Curriculum Development - Instructional Unit Project (25%)

Drawing upon a variety of assignments, experiences, and readings in this course, you will each be tasked with (re)designing an instructional unit (in the form of a week's worth of objectives, lesson plans, and activities). [RUBRIC](#)

### Equitable and Just Teaching - Teaching Philosophy (25%)

You will each develop, revise, and refine a philosophy of teaching. We each teach who we are—drawing on our experiences, beliefs, and values to shape our classrooms. This is a chance to define, clarify, and hone the relationship between who we are and our philosophy of teaching. In this 750-1,000 word paper, you will address what you think are the primary goals and purposes of education and then you will connect those goals to your own views on education, students, and learning. You can focus on a few specific beliefs to discuss and provide a rationale for those commitments. [RUBRIC](#)

### Critical Evaluation and Justification - Final Task (10%)

As a culminating task, you will return to each of your major course assignments to reflect upon and justify the various choices you made. This is an invitation to critically evaluate and justify those choices to ensure they continue to reflect your values and beliefs about students and about learning. Through an in-depth analysis of your assignments, you will annotate and justify your decisions by drawing on course readings, your own citations, and your philosophy of teaching.

## Course Expectations and Policies

As a class we will need to consider our norms of interaction together. As your professors, we ask one thing: **BE ENGAGED**

- Engage with our readings and course ideas
- Engage with each other during our discussions...and be open to new ideas and different opinions and perspectives

- Engage with the news and media
- Engage with the communities you are in and explore new ones.

### *Mental Health & Your Wellbeing*

It is important to preface course policies and expectations with the recognition that we all have full lives beyond this classroom—we have successes, stresses, worries, joys, struggles, and demands that may pull us in different directions and spread us thin(ner) throughout the semester. Many of us struggle with our mental health and general wellbeing—and considering these needs are significant priorities for me as we develop a community together.

Additionally, teachers are often expected to be incredibly self-sacrificing, often at their own expense. So please, care for yourself. Please take advantage of any and all resources on campus and in Abilene to ensure your wellbeing. And please know that we are always happy to support you in whatever ways we can. Your mental and physical health, in so many ways, are often the unnamed prerequisites for successful engagement in this class, so we name them here so we collectively prioritize caring for one another.

You can contact the [ACU Medical Care and Counseling Center](#) at [counseling@acu.edu](mailto:counseling@acu.edu), or by calling (325) 674-2626. In addition, you can access free confidential counseling services through the Timely Care app or calling (833) 484-6359.

In a crisis situation contact the National Suicide Prevention Hotline open 24/7 by dialing 988, or call the Police at 911.

### *Class Participation*

We cannot emphasize enough the need to participate actively in this class. You each bring a unique perspective and set of experiences to our shared community and learning. YOU add to the value of this course.

This class is largely discussion and activity based. Accordingly, every class member is expected to come prepared and contribute to the conversation we will continue throughout the semester. This class requires you to be accountable to your colleagues so that we might come together as a community of educators working to better understand teaching and learning in secondary classrooms through mutual, supportive, and critical inquiry. Coming to class prepared means completing the readings and reflections tasks, engaging in the day's activities, and completing any tasks assigned.

### *Communication*

As emerging professionals, it is important to develop habits that will serve you well. One habit is staying on top of emails. We ask you to check your emails and our course page consistently for any changes or announcements. We will always attempt to reply to your emails within 24 hours, and if we email you directly, we ask the same of you.

Additionally, be proactive. If you have any concerns about your progress in the course, difficulty with the course work, or any other questions, please reach out to me. It is your responsibility to communicate with me so that we can support you and be as helpful as possible.

### *Tardiness and Attendance*

This course assumes that regular and prompt attendance reflects one's commitment to this course. As such, attendance is necessary and expected. To be clear, your presence in class goes beyond physical location to include your active engagement. Therefore, if you are disengaged, you may be considered absent from our class session.

Of course, life happens—as teachers we get sick, we sleep through alarms, we have crises that come up, and sometimes we just need a break. We ask you to contact the instructor as soon as possible (preferably in advance of the class) if you cannot make it to class.

But, as teachers we are accountable to our students and must ensure we are consistently present for them. So for this course, we ask for your on-time and consistent presence. For consistency, we will treat two tardies (of more than 10 minutes) as equal to one absence. And, if attendance becomes a problem (more than three absences), your final grade will be lowered by 3 points for each additional absence. Persistent unexcused absences may result in an administrative withdrawal (WF) from the course.

### *Technology*

You will be expected to have a laptop or tablet to use in every class meeting for tasks related to our course work. Appropriate use of cell phones, laptops, and tablets is expected. As such, we commit to refraining from text messaging, using social media platforms, accessing unrelated websites, or otherwise engaging with our devices in ways that are not relevant to our course during our class meetings.

### *Late Work*

We expect that all work will be turned in on time, on its assigned due date. Please make every effort to turn in all work on time. This will ensure you are eligible for full credit on all assignments. However, we each have outside lives that can sometimes interfere with our best intentions and make timely completion difficult. In these cases, please let me know so we can make acceptable accommodations and arrangements.

Without prior communication, all late submissions will be penalized at the instructor's discretion. Excessive late submissions will likely result in further discussion and consequence.

### *Academic Honesty*

This course will adhere to the academic honesty policy of the university. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, including AI technologies like ChatGPT 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#). In short, all submitted work must be original with the ideas of others openly acknowledged and cited.

### *Equity, Accessibility, and ADA Compliance*

It is my goal to fully include everyone in our classroom. Please let me know if you have any special circumstances that you believe may affect your performance in class, so that I might develop appropriate accommodations. We will try to maintain complete confidentiality of any information that you choose to share with me.

Further, Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you

must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email [alpha@acu.edu](mailto:alpha@acu.edu) call their office directly at 325-674-2667.

#### *Anti-Harassment Policy*

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. Harm and harassment will not be tolerated in our classroom.

We also have a mandatory reporting responsibility related to our role as professors. It is our goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. We will seek to keep the information you share private to the greatest extent possible. When we are not able to keep your information confidential, we will only share it with responsible administrators on campus who can provide you with services and resources. We are required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, we encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### MEMORANDUM

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**DATE:** February 27, 2024  
**TO:** Dr. Kim Hardin  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** Course Application for EDUC 430 – Classroom Management and Methods

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After reviewing the course application and syllabus, the library is able to support the proposed course. Please contact Melissa Atkinson ([melissa.atkinson@acu.edu](mailto:melissa.atkinson@acu.edu)), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the syllabus and course proposal.



March 4, 2024

Dr. Kim Hardin  
Assistant Professor  
School of Education  
Phillips Education Building (EDB) 106  
(325) 674-6317

Re: Classroom Management and Methods (EDUC 430)

Dear Dr. Hardin,

Thank you for submitting Classroom Management and Methods (EDUC 430) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found the syllabus to meet all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott E. Hamm".

Dr. Scott E. Hamm,  
Assistant Director, Adams Center