

SAMPLE COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 623

PRINCIPLES OF BEHAVIOR MANAGEMENT

I. COURSE DESCRIPTION

An examination of the principles of behavior management as applied to children and youth in the classroom setting. Positive approaches for dealing with behavior problems are emphasized. Contemporary research in the area is analyzed and discussed.

II. RATIONALE

Difficulty with classroom management is the number one reason given by teachers leaving the classroom for other careers. An understanding of behavior management serves as a foundation for classroom success with special education and general education students. *"Even a child is known by his doings, whether his work be pure, and whether it be right."* Proverbs 20:11

Class Verse: *"Train up a child in the way he should go: and when he is old, he will not depart from it."* Proverbs 22:6

III. PREREQUISITES

Permission to take graduate courses; EDUC 500, 501 or equivalent

As stated in the Liberty University Catalog, it is the student's responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

PLEASE SEE MBS DIRECT FOR UPDATED TEXTBOOK LIST.

Ackerman, B. (2007). *PRAISE - Effectively Guiding Student Behavior*. Association of Christian Schools International. Colorado Springs: CO.

American Psychological Association. (2009) *Publication manual of the American Psychological Association*. (6th ed). Washington, D.C.: APA.

Shea, T. E. & Bauer, A. M. (2012). *Behavior management: A practical approach for educators* (10th ed.). Upper Saddle River, NJ: Merrill. [ISBN-100-13-708504-4 | ISBN 13978-0-13-708504-0]

www.LiveText.com membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the Education program. ISBN: 9780979663567.

V. MEASURABLE LEARNING OUTCOMES

The student will be able to:

- A. Become acquainted with the conceptual and Biblical basis of behavior management.
- B. Identify the characteristics of individuals who have emotionally disturbed/ behavior disorders.
- C. Develop behavior management strategies for students who are emotionally disturbed/behavior disordered.
- D. Research current professional literature on behavior management.
- E. Complete field experiences in classroom settings.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

PLEASE SEE SYLLABUS IN COURSE FOR DUE DATES AND ASSIGNMENTS.

A. PRE-COURSE ASSIGNMENTS

1. ***Introduction to class:*** Please see directions provided in Blackboard.
2. ***Discussion Board Participation (2 questions):*** Postings due in Blackboard.
3. ***Field Experience:*** Observe a child for 2 hours. Write a detailed analysis. (If possible, attempt to observe a child who has been known to display behavioral challenges.)
4. ***Field Expert Interview & Summary:*** Interview a teacher, principal, school guidance counselor, children's pastor, or other professional to ascertain their views on behavior management.
5. ***Textbook Assignment:*** Text responses to the Shea & Bauer textbook
6. ***Lesson Plan OR Behavior Management Resource Assignment:*** MAT candidates submit a lesson plan; others compile a list of 20 Behavior Management Resources.
7. ***Policy Analysis*** – Obtain a selected policy from your school or school division that relates to Behavior Management. Bring five copies of this policy to class.

B. DURING-COURSE ASSIGNMENTS

These will be completed during the course of the 1-week intensive.

1. **Benchmark/Exam:** Classroom and Individual Behavior Management Plan
2. **Policy Analysis :** Directions will be provided in class.
3. **Mini Lesson OR Presentation:** MAT candidates must present a 20 minute lesson; others complete a 20 minute presentation on some topic concerning behavior management.
4. **Participation:** See comments under the “Evaluation and Grading” section.
5. **FBA:** In class case study on the FBA

VII. COURSE GRADING AND POLICIES

A. **Honor Code:** Please review the Honor Code as stated in *The Liberty Way*. “We, the students, faculty and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not. Liberty University is an institution of higher education espousing Christian values and ethics. Each student is required to maintain an exemplary testimony and fulfill his/her responsibilities to the Honor Code.”

B. **Assignments and Point Values**

Introduction to class	10	*
Discussion Board Responses (2 x 25)	50	
Field Experience	100	
Field Expert Interview & Summary	50	
Textbook Assignment: <i>Shea & Bauer text</i>	100	
Lesson Plan** OR Behavior Mgmt Resources Assignment	100	
Policy Analysis	75	
Mini Lesson ** OR Presentation	200	
Benchmark: Classroom Management Plan	200	
FBA	115	
TOTAL	1000	

** *For MAT candidates only: the Lesson Plan and the Reflection must be submitted to Livetext. More information about this requirement will be shared in class.*

C. **All assignments must be completed in order to pass the course.**

D. **Grading Scale**

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

E. *Late Assignment Policy*

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receive a 20% deduction.
3. All pre-assignments must be due before class starts or there will be no points/credit for the assignment/s and the student should consider dropping the course. In addition, there will be no points/credit for assignments completed after the last day of the intensive.

VIII. Attendance Policies

Class attendance is mandatory. In case of unavoidable absence, it is the student's responsibility to contact the professor, submit a reason in writing, and arrange for make-up work. Unexcused absences are subject to grade penalties. A student with more than one-half day absence in weekend or modular classes, whether excused or unexcused, is subject to failing the class

IX. Other Policies

- A. **Academic Misconduct**
Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
- B. **Disability Statement**
Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to arrange for academic accommodations.
- C. **Drop/Add Policy**
Consult the Graduate Catalog for drop/add policies.
- D. **Dress Code**
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.