Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 623
PRINCIPLES OF BEHAVIOR MANAGEMENT

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.

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

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard recommended browsers
D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate 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.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist

After reading the Course Syllabus and Candidate Expectations, the candidate will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 300 words, include at least 2 scholarly citations and 1 scriptural reference in current APA format, and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 classmates’ threads. Each reply must be at least 150 words. (MLO: A, C, D)

D. Policy Analysis

The candidate will select 1 specific policy from his or her school or school district related to student behavior. The candidate will write a 500-word paper in current APA format that analyzes the clarity and perceived effectiveness of the policy. (MLO: C)

E. Functional Behavior Assessment Interview

The candidate will use a provided scenario and template to complete the Functional Behavior Assessment Interview. (MLO: B, C)

F. Lesson Plan or Behavior Resource List

Lesson Plan – MAT candidates will use the provided template to create a lesson plan for a 15–20-minute mini-lesson. (MLO: C)

Behavior Resource List – M.Ed, Ed.S, and Ed.D candidates will create an annotated bibliography containing 20 beneficial resources related to a classroom or behavior management topic. Each annotation must consist of at least 5 sentences. Resources may include websites, texts, scholarly research articles, etc. (MLO: C, D)

G. Field Expert Interview

The candidate will interview a classroom teacher, special education teacher, resource teacher, specialist, guidance counselor, Sunday School Teacher, or Children's Pastor, etc. that has outstanding behavior management skills. Phone interviews are discouraged, but will be allowed if necessary. (MLO: E)
H. Field Experience Observation

The candidate will be required to observe 1 student in a classroom setting for 2 hours. During this observation, the candidate will record all of the behaviors displayed by the student. The candidate will create a comprehensive list of specific behaviors and write a detailed 400–500-word summary of the observation. (MLO: E)

I. Lesson Plan Presentation or Resource Presentation

Lesson Presentation – The MAT candidate will film himself/herself as he/she presents a simulation of the lesson plan completed in Module/Week 4. The candidate will present the lesson as though he/she is teaching the grade level specified in the lesson plan. The mini-lesson presentation must not exceed 20 minutes.

Resource Presentation – The M.Ed, Ed.S, or Ed.D. candidate will film himself/herself as he/she presents a professional development session PowerPoint on the classroom or behavior management topic identified in the annotated bibliography submitted in Module/Week 4. The presentation must include some of the resources listed in the annotated bibliography and must not exceed 15 minutes. (MLO: B, C, D)

J. Final: BIP/Classroom Management Plan

The candidate will create a fictional inclusion classroom and determine a classroom management plan for this hypothetical classroom. The candidate will also create a fictional Behavior Management Plan for 1 student from the hypothetical classroom. This assignment will require the candidate to consider management strategies for an entire class, as well as an individual student with behavioral difficulties. (MLO: B, C, D)

K. Dispositions Assignment

The candidate will complete this reflective assignment to address the LU School of Education conceptual framework and SCRIP mnemonic. The candidate will answer a series of questions regarding his/her overall performance as it relates to social responsibility, commitment, reflective practice, integrity, and professionalism. (MLO: A)
VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist 10
Discussion Board Forums (6 at 40 pts ea) 240
Policy Analysis 75
Functional Behavior Assessment Interview 115
Lesson Plan OR Behavior Resource List 100
Field Expert Interview 50
Field Experience Observation 100
Lesson OR Resource Presentation 100
Final: BIP/Classroom Management Plan 200
Dispositions Assignment 20
Total 1010

B. Scale

D- = 680–699   F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.
## COURSE SCHEDULE

### EDUC 623


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tr>
<td>1</td>
<td>Ackerman: ch. 1</td>
<td>Course Requirements Checklist</td>
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<td>Maag: chs. 1–2</td>
<td>Class Introductions</td>
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<td>Policy Analysis Paper</td>
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<td>Field Expert Interview</td>
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<td>Final: BIP/Classroom Management Plan</td>
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**TOTAL** 1010

DB = Discussion Board  
BIP = Behavior Intervention Plan

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.