Conceptual Framework Theme

The theme/purpose of the conceptual framework undergirding the Department of Education’s programs is: to produce graduates who are critical thinking problem solvers with the knowledge, pedagogical, and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:
1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

**Required Text(s)**


Technical Support: Blackboard

**General Course Description**

An introduction to operant and other behavior management techniques focusing on their application in the special education and integrated setting. This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies. Student will learn to (a) identify and assess problem behavior, (b) design and implement behavioral intervention, (c) design learning environments that will prevent and remediate problem, and (d) apply behavioral procedures.

**Student Learning Outcomes**

After successful completion of this course, students will be able to:

1. Identify and define principles of human behavior and learning;
2. Identify specific target behavior;
3. Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behavior;
4. Understand and use of the principles of behavior for the design, implementation, and evaluation of students’ academic and social performance in the classroom;
5. Apply behavioral methods and principles to practical problems in school and community setting;
6. Design and implement comprehensive behavior management support plans;
7. Monitor and evaluate implementation of behavior support plans; and
8. Discuss ethical and professional issues surrounding the use of applied behavior techniques.

Specific NCDPI Standards and Indicators
The students will demonstrate that they meet the following state standards:

Core Standards
1.1 Teachers have a broad knowledge of content

Diversity Standard:
6.0 Reflective practitioners who are committed to educational equality

Technology Standards:
1.1 Demonstrate introductory knowledge, skills related to technology
1.5 Use technology to enhance productivity and professional practice

Elementary Education Standards:
1.5 Know and understand that reading is taught as a process of constructing meaning through interaction of existing knowledge, information, and context
1.6 Understand importance of literacy for personal and social growth
1.8 Understand written and oral composition process

English Education Standards:
1.0 Know and understand and English language
2.0 Know and understand written and oral composing processes
2.1 Understand skills and strategies that enhance reading
2.2 Understand comprehension strategies
6.4 Model effective learning and problem-solving
8.0 Use assessment as an integral part of instruction and learning

Mathematics Education Standard:
4.6 Use appropriate technology to interpret data

Assignments
1. **Weekly Activities:** Students will be asked to complete activities related to the chapter readings. Weekly assignments will be due in the digital dropbox Thursday before the start of the next class. (See the tentative course outline for specific due dates).

2. **Threaded Discussions (TDs):** Students will be required to participate in threaded discussions on the Blackboard course homepage. As this course is fully online, threaded discussions are an important
means to connect and interact with your classmates. For the TDs you will be required to **contribute at least one original post and respond to at least two of your classmates’ posts (for a total of three posts)** a week. You will also be responsible for reading your classmates comments which means you will need to visit the TD more than once. Please remember to be respectful in your posts.

3. **Library Component.** The librarian (Mrs. Mair) from the Curriculum Materials Center will make a presentation to the class to help students with library skills. The presentation will include:
   - How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)
   - How to search databases to locate sources
   - How to locate sources in the Curriculum Materials Center
   - Tips on how to use Microsoft Word

   To provide feedback on this library component, students will be asked to complete an evaluation form. **Core 1.1; Technology 1.1, 1.5; Mathematics 4.6**

4. **Evaluating Professional Dispositions**

   Students will complete a Professional Dispositions Paper, which will be sent via Blackboard. You are to read the syllabus and write a reflection paper on your thoughts about the Professional Disposition and the Course Expectations. Why do you think they are important to have in a learning environment? How can this information benefit you?

   **Core 1.1; Diversity 6.0; technology 1.1, 1.5; English Education 1.0, 2.0, 2.2, 6.4, 8.0; Mathematics 4.6; Special Education 1.2 Elementary Education 1.6, 1.8**

5. **Reflective Journal:** You will record your experiences in the classroom, course discussions, and reactions to readings in the textbooks and related articles. On the due dates, submit a journal of your learning experiences for the previous week. Use the following format:

   a. Narrative summary of classroom events and text readings and activities
   b. Your reaction (agree, disagree, surprise, confusion, questions, etc.)
   c. Application (how I will use the information)

   **Core Standards 1.1 Diversity Standards 6; Technology Standards 1.1, 1.5; English Education 2.0, 2.1**

6. **Interview:** Interview an in-service teacher. Ask him/her how having students with mild to moderate special education classifications in their classrooms impacts their behavior management strategies. Also ask about the extent of their participation on these students’ IEP teams.

   **Core 1.1; Diversity 6.0; Technology 1.1; Elementary Education 1.6, 1.8; English Education 2.0, 2.1, 2.2, 8.0**

7. **Professional Journal Article:** Choose a study from a professional journal such as those listed in the reading section of the syllabus that uses a behavioral approach to change or modify a behavior.

   1. Identify the behavior targeted for change
2. Identify the intervention used by the investigator(s)
3. State whether a functional relationship between the two was established

Core 1.1; Diversity 6.0; Technology 1.1, 1.5; English Education 1.0, 2.0, 2.1.2.2.6.4, 8.0; Mathematics 4.6; Special Education 1.2

8. Article Reviews: Read and report on five current behavior management journal articles using the following Shaw University Department of Education format:

   A. Title of Article:
   B. Author:
   C. Journal:
   D. Synopsis:
   E. Subjects:
   F. Instruments:
   G. Findings:
   H. Implication/Application:
   I. Reaction:

Copies of all journal articles must be attached to the article review. Articles will be discussed in class.

Core 1.1; Diversity 6.0; Technology 1.1, 1.5; English Education 1.0, 2.0, 2.1.2.2.6.4, 8.0; Mathematics 4.6; Special Education 1.2
Elementary Education 1.6

All papers should contain correct grammar and spelling. Be sure you have complete sentences, and demonstrate a logic flow in your thoughts.

Homework /Project

Homework and semester projects are due at the beginning of the class period on the day the assignment is due. Assignments not turned in on time will result in a recorded grade of zero, unless your instructor has agreed in advance to a late submission. (All assignments must be placed on Blackboard)

Evaluation

Grading Scale
   A = 100-90 (Target)
   B = 89-80 (Acceptable)
   C = 79-70 (Acceptable)
   D = 69-60 (Unacceptable)
   F = Below 60 (Unacceptable)

Final Grade Composition: for purpose of determining your final grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20 pts.</td>
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<tr>
<td>Reflective Journals</td>
<td>10</td>
</tr>
<tr>
<td>Interview</td>
<td>10</td>
</tr>
<tr>
<td>Professional Journal Article</td>
<td>10</td>
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</tbody>
</table>
Professional Dispositions

Standards of Professional Conduct

1. Generally recognized professional standards
   Respect the dignity and worth of each individual; help students reflect on their learning and apply learning to their experiences through observations, field experiences, and oral presentations; foster development through all students by nurturing and providing feedback; creating a challenging learning environment by allowing group discussions and solving problems related to child development issues; committed to contributing learning by allowing students to present oral reports; discussions of the Conceptual Framework and classroom dispositions are ongoing

2. Personal Conduct
   Reflected through attendance and punctuality, preparedness, attitude towards the university policies, dress code, respect and caring for students, leadership skills, implementing policies that reflects excellence, the ability to design and deliver instructions that will help the students to develop the skills in order to think critically and solve problems, upgrading by attending workshops, meeting timelines, avoid stereotyping by race, gender, age, religion, ethnicity, disability, physical appearance or social status, invite dialogue, research to increase knowledge, open mindedness, shows empathy

3. Honesty
   Advisement of student, daily operation of the program, student conferences, plagiarism, coursework evaluation, accountability. The educator shall not engage in conduct involving misrepresentation in the performance of professional duties.

Course Requirements

- For all assignments involving children the Code of Ethics developed by the National Association for the Education of Young Children and the state of North Carolina Code of Professional Practice and Conduct of North Carolina Educators should be observed.
- All written assignments must be typed, double-spaced using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors.
- Blackboard will be used to assess all assignments. Common rubrics will be used for each assignment.
Course Expectations

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.

2. **Class Attendance Policy/Excuses from Class:**
   The class attendance policy of the University is as follows:

   Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.

   **Student Responsibility:**
   Students are responsible for adhering to the University’s Class Attendance Policy. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course. It is your responsibility to provide an explanation and a university excuse to the instructor.

3. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.

4. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.

5. **Cheating/Plagiarism.** Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the assignment and the filing of a report with the Dean.

6. **Classroom Decorum Expectations.** To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above or similar behaviors will immediately be dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair. *(Not Applicable to Online Courses).*

7. **Professional Disposition (Checklist of Indicators)**
Each student is expected to participate actively and professionally in class discussions and other applied class activities. This includes communicating with others through Blackboard. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to many activities that will take place in class. Attendance is also a University requirement.

**Professional Journals**

- Adaptive Behavior
- ADHD Report, The
- Aggressive Behavior
- American Educational Research Journal
- American Journal of Evaluation
- American Journal of Psychology
- American Journal on Mental Retardation
- Analysis of Verbal Behavior, The
- Applied Behavioral Science Review
- Applied Cognitive Psychology
- Applied Developmental Science
- Applied Measurement in Education
- Applied Psychology
- Behavior Analyst
- Behavior and Philosophy
- Behavior Modification
- Behavior Research Methods, Instruments, & Computers
- Behavior Therapist
- Behavioral Disorders
Behavioral Interventions

Behavioral Change

Beyond Behavior

Child Development

Cognition & Instruction

Cognitive and Behavioral Practice

Cognitive Development

Journal of Mind and Behavior

Journal of Applied Behavior Analysis

Journal of the Experimental Analysis of Behavior

**Bibliography of Suggested Readings**


Cangelosi, James S. *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation* 5th Ed. John Wiley and Sons, Inc.


Supplementary Website Material:

http://www.nichy.org
www.microsoft.com/education
www.slkp.net/caa
www.wordwizard.com
Search Engines
www.altavista.digital.com
www.excite.com/
www.infoseek.com
www.metcrawler.com
## TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment Due</th>
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<tr>
<td>January 15, 2009</td>
<td>Introduction to Class Conceptual Framework/ Course Syllabus Professional Disposition</td>
<td>Professional Disposition Discussion</td>
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<tr>
<td>January 22, 2009</td>
<td>The Complex Art of Teaching</td>
<td>Chapter 1 Professional Disposition Paper Due</td>
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<td>January 29, 2009</td>
<td>Establishing a Favorable Climate for Cooperation</td>
<td>Chapter 2 Article Review 1</td>
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<td>February 5, 2009</td>
<td>Establishing Cooperative Relationships</td>
<td>Chapter 3 Reflective Journal</td>
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<td>February 12, 2009</td>
<td>Standards for Conduct, Routine Procedures, and Safe-School Policies</td>
<td>Chapter 4 Article Review 2</td>
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<td>February 19, 2009</td>
<td>Working with Individual Differences Among Students</td>
<td>Chapter 5 Reflective Journal</td>
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<td>February 26, 2009</td>
<td>Approaching Off-Task Behaviors Systematically</td>
<td>Chapter 8 Reflective Journal</td>
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<td>March 5, 2009</td>
<td>Modifying Off-Task Behavior Patterns</td>
<td>Chapter 9 Interview Paper</td>
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<td>March 9-11, 2009</td>
<td>Mid-term</td>
<td>Will be discussed</td>
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<td>March 12, 2009</td>
<td>Dealing with Nondisruptive Off-task Behaviors</td>
<td>Chapter 10 Article Review 3</td>
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<td>March 19, 2009</td>
<td>Dealing with Disruptive Behaviors</td>
<td>Chapter 11 Article Review 4</td>
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<td>March 26, 2009</td>
<td>Motivating, Directing, and Monitoring Engagement</td>
<td>Chapter 6 Reflective Journal</td>
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<td>April 2, 2009</td>
<td>Designing and Conducting Engaging Learning Activities</td>
<td>Chapter 7 Article Review 5</td>
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<td>April 9, 2009</td>
<td>Incorporating Classroom Strategies Into Your Teaching Style</td>
<td>Chapter 12 Professional Journal Article</td>
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<td>April 10-19, 2009</td>
<td>Easter and Spring Break</td>
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<td>April 23, 2009</td>
<td>Classroom Management Plan</td>
<td>Work on Classroom Management Plan</td>
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<td>April 30, 2009</td>
<td>Review</td>
<td>Classroom Management Plan Due</td>
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<tr>
<td>May 7, 2009</td>
<td>Final Exam</td>
<td>Final Due (Will be discussed)</td>
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