# COURSE APPROVAL FORM
# COVER SHEET

**GCC**
GUAM COMMUNITY COLLEGE
*Kulehon Kumunidat Guåhan*

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**Trades and Professional Services**
SCHOOL

**Education**
DEPARTMENT

**ED270 Behavior Management**
COURSE ALPHA, NUMBER, TITLE

**Sally Sablan and Clare Camacho**
AUTHOR

**12/14/2009**
DATE SUBMITTED

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Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

| APPROVED BY | NAME | APPROVED | DISAPPROVED | DATE | ACTION* |
|---|---|---|---|---|---|
| DEPARTMENT CHAIR | Clare Camacho, Ph.D. | ☒ | ☐ | 12/14/09 | NC |
| REGISTRAR | Patrick L. Clymer | ☒ | ☐ | | |
| DEAN | Reilly Ridgell | ☐ | ☐ | 1/15/09 | NC |
| CURRICULUM COMMITTEE CHAIR | Amada Manzana | ☒ | ☐ | 1/11/10 | NC |
| VP, ACADEMIC AFFAIRS | R. Ray D. Somera, Ph.D. | ☒ | ☐ | 1/12/10 | NC |
| PRESIDENT | Mary A. Y. Okada, Ed.D. | ☐ | ☐ | | |

\* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

*ED270_ISR_2010-01-12*

**Paper Copy Archived**_____
**Banner SCACRS pdf**_____
**C: Binder AY Catalog**_____
**Electronic MS Word** _1-15-10_

College Catalog Update
☒Fall ☐Spring Yr _2010_
_____ MS Word
_____ Banner Dbase

# COURSE APPROVAL FORM
## FOR ADOPTION AND SUBSTANTIVE REVISION

I.   **TYPE OF ACTION**

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐   Adoption

B. ☒   Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐   Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐   Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

☒   Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☒   Identify specific changes not listed above:
**Change in course numbering to reflect higher level student learning outcomes and to increase chances of articulation with the University of Guam**

II.   **INTRODUCTION**

The course is connected to the following program(s):
**Certificate and Associate of Arts in Education**

III.   **COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES**

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

**This course provides students with basic knowledge and skills in the area of behavior management including specific techniques that promote and encourage positive behavior while working with children in a variety of settings and situations.**
If the description above is a revision, attach a copy of the current catalog page(s) to be revised.
Catalog Year: **2008-2010**     Page Numbers: **Page 140 of Fall 2009 Update**

**STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)**
Upon successful completion of this course, students will be able to:

1.   **Demonstrate knowledge and skills in the area of behavior management.**
2.   **Demonstrate teaching strategies that promote and encourage positive classroom behaviors.**
3.   **Develop behavior modification plans given different scenarios.**

IV.   **RATIONALE FOR PROPOSAL**

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A.   Reason this proposal should be adopted in light of the College's mission statement and educational goals

**Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of career and technical education programs. This**

course develops the knowledge and expertise of those working in the education field.

- B. An assessment of Industry or Community need
- C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
- D. Results of course and course guide evaluation.

  Feedback from past and current instructors, department members, and students was obtained as the course was reviewed. In addition, the department has met with the Dean of the School of Education at the University of Guam (UOG). A higher numbering for this course may improve the chances of articulation to UOG.

- E. Program requirements (associate degree, certificate, diploma) served by this course

  This course is a technical requirement for the Certificate and Associate of Arts in Education. It is also an elective for the Certificate and Associate of Science in Early Childhood Education.

## V. RESOURCE REQUIREMENTS AND COSTS

- A. Resources (materials, media, and equipment) and costs

  Computer lab is needed for the initial orientation when course delivery is via online. No additional materials or equipment are required for the revision of this course. Resources are found in the Education Department Office.

- B. Personnel requirements (administrative, instructional and support staff) and costs

  It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. No additional resources are needed for the revision of this course. Regular salary scales (full-time/adjunct) will apply.

- C. Facility requirements and costs

  The program utilizes existing College facilities and resources.

- D. Funding source(s)

  It is anticipated that this course will be part of the locally funded budget to the College and the students will pay the usual tuition and fees.

- E. Impact, financial or otherwise, this course may have on the School/College

  No major impact related to course revisions.

## VI. IMPLEMENTATION SCHEDULE

- A. Implementation date        **Fall 2010**

  * Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

- B. Course Offering:        **Fall and Spring**

  **Every Year**

## VII. COURSE DESCRIPTION

- A. Course

  Alpha:    **ED**

  Number:    **270**

- B. Course Title(s)

  Long Title:    **Behavior Management**

  Abbreviated Title (20 characters maximum): **Behavior Management**

- C. Contact Hours and Number of Students

Maximum Number of Students: **30 (maximum 20 for online delivery)**
Lecture Hours: 45
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours: **45**

D.  Number/Type of Credits
Carnegie Units:           per semester
Semester Hours: **3**    per semester
E.  Catalog Description (Moved to Section III. See page 2)
F.  Prerequisite(s)
G.  Co-requisites(s)
H.  Articulation
Secondary Programs/Courses
University of Guam
Others
I.  Target Population
**Students interested in the education field**
J.  Cost to Students (specify any lab fees)
**Tuition, fees, and textbook.**

VIII.  COURSE DESIGN
**This course is designed to be taught in a traditional setting, hybrid or as an online course. Other methods of delivering course content include: group discussions, case studies, child observations, field trips, guest speakers, individual and group projects, and presentations.**

IX.  COURSE OUTLINE
1.0  **Foundations for Understanding and Managing Behavior**
2.0  **Behavior Assessment**
3.0  **Specific Behavior Challenges**
4.0  **Establishing a Reinforcement Program**
5.0  **Issues in Child Behavior**
6.0  **Issues in Adolescent Behavior**
7.0  **Cultural Diversity and Behavior Management**

X.  STUDENT LEARNING OUTCOMES - DETAILED
**Upon successful completion of this course, students will be able to:**
**1.0  Foundations for Understanding and Managing Behavior**
1.1  **Basic Assumptions of Behavior and Behavior Management**
**Students will list five assumptions regarding behavior and behavior management.**
1.2  **Myths/Misconceptions About Behavior and Behavior Management**
**Students will list four common myths regarding behavior and behavior management.**
1.3  **Foundations of Behavior Management**
**Students will name four historical figures in behavioral research and describe their important contributions including, but not limited to: Pavlov, Watson, Thorndike, and Skinner.**

1.4 Behavior Terminology
Students will define terms associated with the study of behavior including, but not limited to: behavior, antecedent, consequence, stimuli, response, reinforcement, punishment, prompts and cues.

2.0 Behavior Assessment
2.1 Purpose of Behavior Assessment
Students will describe the purpose of behavior assessment.
2.2 Assessment for Specific Behavior Problems and Disorders
Students will list the components of a multidisciplinary assessment of a student who demonstrates behavior problems and demonstrate a mock multidisciplinary assessment during a role-playing situation.
2.3 Direct Observation
Students will complete a direct observation of a student in a natural setting.
2.4 Reliability of Observations
Students will state the importance of reliable observations when developing behavior plans.
2.5 Recording Observations and Graphing Behavior
Students will graph data obtained from direct observation of a student in a natural setting.

3.0 Specific Behavior Challenges
3.1 Aggressive Behavior
Students will describe the aggressive behavior, give a possible etiology, and develop an effective intervention, when given case studies.
3.2 Disruptive Behavior
Students will describe the disruptive behavior, give a possible etiology, and develop an effective intervention, when given case studies.
3.3 Noncompliance Behavior
Students will describe the noncompliant behavior, give a possible etiology, and develop an effective intervention, when given case studies.
3.4 Temper Tantrum
Students will define the temper tantrum, give a possible etiology, and describe an effective intervention, when given case studies.
3.5 Impulsivity
Students will describe the impulsive behavior, give a possible etiology, and develop an effective intervention, when given case studies.
3.6 Hyperactivity
Students will describe the hyperactive behavior, give a possible etiology, and develop an effective intervention, when given case studies.
3.7 Depression
Students will describe the examples of depression, give a possible etiology, and develop an effective intervention, when given case studies.
3.8 Stereotypic Behavior
Students will describe the stereotypic behavior, give a possible etiology, and develop an effective intervention, when given case studies.

4.0 Establishing a Reinforcement Program
4.1 Reinforcement Strategies
Students will define the term reinforcement, describe types of reinforcement, and identify appropriate reinforcers.
4.2 Establishing a Reinforcement Program

Students will plan a reinforcement program.

    4.3   Shaping and Chaining Behaviors

Students will describe the steps involved in shaping and chaining behavior and develop an intervention plan utilizing shaping and chaining.

    4.4   Generalization of Behavior Changes

Students will describe the steps involved in generalizing behavior changes to other settings or situations.

5.0   Issues in Child Behavior

    5.1   Variables Associated with Behavior in Children

Students will describe biological or environmental variables that may cause behavior problems in children.

    5.2   Early Intervention

Students will describe the importance of early intervention and the variables associated with effective early intervention.

6.0   Issues in Adolescent Behavior

    6.1   Influences and Predictors of Behavior in Adolescents

Students will describe three influences on adolescent behavior and three predictors of positive adolescent behavior.

    6.2   Effective Behavioral Interventions for Adolescents

Students will describe effective behavioral interventions for adolescents.

7.0   Cultural Diversity and Behavior Management

    7.1   Culturally Based Behavioral Differences

Students will describe cultural influences on behavior, focusing on the populations represented on Guam.

XI.   MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Various methods will be used to assess students that may include tests, projects, and assignments. Distance learning assessment may include online tests, discussions, and other evaluation methods determined by the instructor. Students must demonstrate mastery of course competencies with at least 70% competency level. The instructor will determine the weight of each item in the course syllabus at the beginning of the semester. Students must meet minimum course competencies to receive a grade of a "C" or above.

XII.   TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

    A.   Required Textbook(s)

Zirpoli, T. (2007). *Behavior management: Applications for teachers* (latest edition). New Jersey: Prentice Hall. ISBN: 9780132281447

    B.   Reference(s) and Bibliography

    C.   Equipment/Facilities

    D.   Instructional Supplies

    E.   Has the Advisory Committee reviewed and concurred with the materials content, and assessment used for this course?

        ☒ Yes

        ☐ No

        Comments: