



15800 Calvary Rd  
Kansas City, MO 64147

# Syllabus

Course: ED444 D & ND Classroom Management  
Credit: 3 credit hours  
Semester: Spring, 2026 (Session 2) March 16 – May 8  
Time: 8:00 – 9:20 a.m. on Tuesdays & Thursdays  
Instructor: Dr. Karen Hange  
Location: East Education, Room 125  
Contact Info: Office phone: 816-425-6186 Email: [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu)

## I. DESCRIPTION

This course covers various behavioral management systems and their underlying philosophies. The student will explore methods of classroom management for the purpose of creating a classroom environment conducive to effective learning. The impact of student diversity, legal & ethical issues, and collaboration between teacher and parent will also be considered. (Prerequisite: ED190 or permission from the Education Department program director; must be officially admitted to Teacher Education program).

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Education Department at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

- A. General competencies to be achieved. The student will:
1. Demonstrate an understanding of the relationships between motivation, behavioral management systems, and the learning environment.
    - a. PLO-1 & 2; MTS-5
    - b. Assignments: A1, A2, B1, B3

*Our Mission: To prepare Christians to live and serve in the church and the world according to a Biblical worldview.*

2. Demonstrate knowledge of strategies and techniques for creating an environment conducive to effective learning that recognizes that God is our ultimate authority.
    - a. PLO-2 & 3; MTS-5
    - b. Assignments: A2, A3, B1, B2, B4, B5
- B. Specific competencies to be achieved. The student will:
1. Recognize the impact of the classroom, school, and community cultures on student behaviors, relationships, and learning.
    - a. PLO-1 & 2; MTS-5
    - b. Assignments: A2, A3, B3, B4
  2. Apply behavioral management principles appropriately to specific classroom behavior situations.
    - a. PLO-2; MTS-5
    - b. Assignments: A2, B3
  3. Identify strategies for establishing and maintaining communication and rapport with parents throughout the school year.
    - a. PLO-1 & 2; MTS-5
    - b. Assignments: A1, A2
  4. Articulate a philosophy of classroom management based on an understanding of current knowledge and research.
    - a. PLO-1 & 3; MTS-8
    - b. Assignments: A2, A3, B1, B4

#### IV. MATERIALS

- A.** Bible. (see note in Course Policies section)
- B.** Charles, C.M. & Cole, Karen M. (2019). *Building Classroom Management: Methods & Models* (12<sup>nd</sup> edition). (ISBN1 10: 0-13-444844-8). Pearson \$59.94 to rent. Amazon \$90 to purchase.
- C.** Wong, H.K. & Wong, R. T. (2018). *The Classroom Management Book (2<sup>nd</sup> edition)*. (ISBN: 978-0976423393). Amazon \$20.89 to purchase new. Students may order a used copy, but must be sure that it is the 2<sup>nd</sup> edition which includes QR codes that we will reference and review in class.
- D.** Additional Reading: You will read additional materials (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

The following book is recommended but not required:

Linsin, Michael. *Classroom Management for Art, Music & PE Teachers*. San Diego, CA: JMI Publishing, 2014. (ISBN: 978-0615993263). Amazon \$12.95

## V. REQUIREMENTS

### A. Weekly Assignments

#### 1. Reading & Quizzes

Read the assigned chapters from the textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. *While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!*

2. **What would you do? Scenarios** Each week students will be given a case study or classroom scenario to evaluate and respond to with solutions derived from the class discussion and textbook material. Scenario solutions should be approximately 300-400 words and submitted on CANVAS.

3. **Discussion Questions** - An article or video with a discussion question will be posted each week through CANVAS. Students are expected to respond with a 250-300 word response posted by midnight on Saturday and respond to the reflections of two of their peers each week by midnight on Tuesday. Response should include additional support, alternative perspectives or questions that will promote meaningful dialogue and discussion.

### B. Projects & Papers

1. **Theories of Behavior Management Research Paper** – Students will research the key beliefs of the most influential educational theorists and their models for classroom management and evaluate according to a Biblical worldview. They will then synthesize the information obtained with the class discussions to create a personal philosophy regarding classroom management strategies. Students will articulate the relationship between classroom management, motivation, and behavioral management and analyze appropriate engagement strategies and techniques. Write a 2,000 word paper with 6 citations from academic sources and 6 Biblical references using the APA 7<sup>th</sup> edition style guide for this paper. Additional details will be provided in CANVAS.

2. **Biblical Foundation for Guiding Behavior**—Select a list of 40 Bible verses that can be connected to classroom behavior. Each verse will be listed by reference and written out with age-appropriate wording based upon your intended certification level. A brief 1-2 sentence summary with appropriate application for students will be included. A template for this assignment will be available on CANVAS.

3. **Classroom Observation** – Each student will arrange to spend at least 90 minutes in classroom observation at a local school within their intended major. They will be specifically looking for evidence that supports the principles and techniques discussed in class and then will summarize their observations in a report to share with the class the following week. The reflection summary should be a 600-700 word response. Additional details will be provided in CANVAS.
4. **Book Review** – Read a book on classroom management techniques and present the key ideas via Power Point in class. A recommended list of books is on CANVAS.
5. **Final Exam** - Your knowledge and understanding of classroom management will be assessed through responses to a written exam covering the theories, models, and strategies discussed throughout the course.

## VI. METHODS

### A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing

### B. Grading

#### 1. Weight given to assignments:

Research Paper	200 points
Biblical Foundations Reference List	100 points
Book Review Presentation	200 points
Classroom Observation & Reflection	120 points
Chapter Quizzes 8 weeks x 25 points	200 points
Final Exam	150 points
Discussion Questions 8 weeks x 15 points	120 points
Classroom Scenario Reflections 8 scenarios x 20 points	160 points
Participation Points for attendance	<u>250 points</u>
Total points for the class	1500 points

#### 2. Late Assignments

Late assignments may be penalized at the discretion of the instructor.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current College Catalog will be used for this course.

## VII. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

### B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

### C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

***Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.***

**D. Academic Activity & Participation**

Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION.**

**E. Class Participation**

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse.

***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

**The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VIII. TENTATIVE SCHEDULE**

<b>Week</b>	<b>Dates</b>	<b>Class Topics</b>	<b>Assignments</b>
1	3/17 & 3/19	Teacher's Role & Student Diversity Chapters 1 & 2	Overview of Syllabus & Projects Classroom Observation Presentation Sign-up
2	3/24 & 3/26	Classroom Management & Terms Development of Classroom Management Chapters 3 & 4	Due: Bible Reference List
3	3/31 & 4/2	Compliance & Taking Charge Morrish & Seganti Chapters 5 & 6	
4	4/7 & 4/9	Start Strong & Manage Time Wong & Jones Chapters 7 & 8	Due: Book Review & Presentations
5	4/14 & 4/16	Positive Choice & Responsible Behavior Glasser & Marshall Chapters 9 & 10	
6	4/21 & 4/23	Working WITH students Kagan & Positive Behavior Supports Chapters 11 & 12	Due: Learning Theories Research Paper
7	4/28 & 4/30	Learning & Behavioral Challenges Chapter 13	<b>Final Exam</b>
8	5/5 & 5/7	Striving for Excellence Chapter 14	Due: Classroom Observation & Reflection