

**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***

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### **EDUC 624**

### **BEHAVIOR MANAGEMENT**

#### **COURSE DESCRIPTION**

This course will explore research and instructional approaches and methods for managing behaviors effectively. Emphasis will be placed on individualized, classroom and school-wide behavior support to prepare candidates for the special education classroom as well as students going into the general education classrooms and community settings.

#### **RATIONALE**

The process of classroom management requires the application of a cadre of integrated skills that necessarily flow into all areas of the curriculum and presentation of that curriculum. Good classroom management establishes the groundwork and foundation for academic achievement; therefore, instruction in this area must be as effective and as efficient as possible.

#### **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. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Determine how to utilize behavior management techniques for diverse needs in the classroom.
- B. Evaluate the interactions among the classroom teacher, special education students, and their parents.
- C. Evaluate the effectiveness of various instructional skills and methods for classroom success.

- D. Approach classroom management from a biblical worldview perspective.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 7 Discussion Board Forums throughout the course. The candidate must write a thread addressing the instructor's prompt and also 2 substantial replies to classmates' threads. The thread must be a minimum of 400 words. Threads must include at least 2 supporting references/in-text citations and Scriptures that relate to the Discussion Board Forum. Replies must be a minimum of 100 words each.

- D. Journal Article Reviews (4)

The candidate will complete 4 journal article reviews, each on the topic of the module/week. Each review must be 350–500 words, adhere to current APA formatting guidelines, and include a title/reference page and a minimum of 3 in-text citations and at least 2 references. One reference will be the selected article, another can be any other scholarly sources related to the topic. In addition, the candidate must submit a copy of the journal article by posting it as an attachment.

- E. Compare and Contrast Theories Paper

The candidate will write a current APA-formatted paper of at least 1,200 words comparing and contrasting the theoretical perspectives of human development and classroom management presented by the theorists Abraham Maslow, Rudolf Dreikurs, William Glasser, and Stanley Coppersmith, as well as the candidate's own theory of classroom management. In addition to using material from course texts, the candidate must reference at least 1 additional resource per theorist (for a minimum of 4 total) from professional literature. This assignment must include references and in-text citations from at least 4 professional peer-reviewed resources in addition to the course textbook. A current APA-formatted cover page and reference page are required as well.

- F. Functional Behavior Assessment (FBA) Workbook Summary

After reviewing the O'Neill textbook, the candidate will write a paper of at least 750 words summarizing the FBA process. The summary must include the candidate's experience gained from completing the workbook, title/reference page, at least 3 in-text citations, and must conform to current APA format.

- G. Functional Behavior Assessment (FBA) Interview

The candidate will complete a Functional Behavior Assessment Interview for a particular student (may be fictional) using the form provided. Each section of the form must be thoroughly completed using professional language. To assist in

completing this assignment, the student must review the course texts, grading rubric, and websites provided. This assignment will be submitted via LiveText.

H. IRIS Center Case Study

The candidate will complete a case study analysis of at least 1,950 words on encouraging appropriate behavior using the case provided. The assignment must include a title and reference page in current APA formatting. There is no minimum number of references required.

I. Classroom Management Plan PowerPoint

The candidate will prepare a classroom management plan PowerPoint for a specific class (which must include a diagram and title/reference page). If the candidate is currently teaching, he/she must prepare the plan for his/her own classroom. If the candidate is not currently teaching, he/she may choose a class that he/she has previously taught/observed, or it can be fictional. The presentation must follow current APA formatting standards and include a minimum of 15 slides and at least 5 references/in-text citations.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 40 pts ea)	280
Journal Article Reviews (4 at 40 pts ea)	160
Compare and Contrast Theories Paper	100
Functional Behavior Assessment (FBA) Workbook Summary	60
Functional Behavior Assessment (FBA) Interview	125
IRIS Center Case Study	125
Classroom Management Plan PowerPoint	150
<b>Total</b>	<b>1010</b>

B. Scale

A = 960–1010 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 = 0–729

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Disability Assistance

Students with a documented disability may contact the Liberty University Online’s Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **EDUC 624**

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Ackerman: ch. 1 Jones & Jones: ch. 1 1 presentation	Course Requirements Checklist Advising Guide Quiz DB Forum 1 Journal Article Review 1	10 0 40 40
2	Ackerman: ch. 4 Jones & Jones: ch. 2 1 presentation	DB Forum 2 Compare and Contrast Theories Paper	40 100
3	Ackerman: ch. 2 Jones & Jones: chs. 3–5 1 presentation	DB Forum 3 Journal Article Review 2	40 40
4	O'Neill et al.: Entire Text 1 presentation	DB Forum 4 FBA Workbook Summary	40 60
5	Ackerman: ch. 3 Jones & Jones: chs. 6–7, Appendix A 1 presentation	DB Forum 5 Journal Article Review 3	40 40
6	Jones & Jones: chs. 8–9 1 presentation	DB Forum 6 FBA Interview	40 125
7	Jones & Jones: ch. 10 2 presentations	Journal Article Review 4 IRIS Center Case Study	40 125
8	Ackerman: chs. 5–6 1 presentation	DB Forum 7 Classroom Management Plan PowerPoint	40 150
<b>TOTAL</b>			<b>1010</b>

LUC = Liberty University Custom

DB = Discussion Board; FBA = Functional Behavior Assessment

**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**.