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.

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. RECOMMENDED RESOURCE

IV. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard recommended browsers
D. Microsoft Office
E. Webcam or another recording device

V. 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. Develop behavior management strategies for students who require individual behavior support.
C. Research current professional literature on behavior management.
D. Complete field experiences in virtual and classroom settings.

VI. **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, B, C)

D. SimSchool Enrollment Verification
   
   The candidate will register for SimSchool and provide a screenshot to document the completion of the enrollment process. (MLO: D)

E. Functional Behavior Assessment/Behavior Intervention Plan Assignment
   
   The candidate will complete the FBA Interview and create a Behavior Intervention Plan based on the information provided in a simulated student scenario. (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)

G. SIM School Report
   
   The candidate will provide a report of the hours completed during SimSchool Virtual field experience. (MLO: D)
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 and complete an ABC Chart. The candidate will create a comprehensive list of specific behaviors and write a detailed 400–500-word summary of the observation. (MLO: D)

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. (MLO: C)

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: C)

J. Philosophy of Behavior Management

The candidate will share his or her philosophy of individual behavior management and a description of legal procedures that must be followed when working with students with exceptional learning needs. (MLO: A, B, C)

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)

VII. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (6 at 40 pts ea)</td>
<td>240</td>
</tr>
<tr>
<td>SIM School Verification</td>
<td>20</td>
</tr>
<tr>
<td>FBA/BIP Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Lesson Plan OR Behavior Resource List</td>
<td>100</td>
</tr>
<tr>
<td>SIM School Report</td>
<td>100</td>
</tr>
<tr>
<td>Field Experience Observation</td>
<td>100</td>
</tr>
<tr>
<td>Lesson OR Resource Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy of Behavior Management</td>
<td>120</td>
</tr>
<tr>
<td>Dispositions Assignment</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>
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.

VIII. VDOE Regulation Compliance

<table>
<thead>
<tr>
<th>VDOE Competency</th>
<th>Course Evidence</th>
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<tbody>
<tr>
<td><strong>8VAC20-543-90</strong></td>
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<tr>
<td>2. Curriculum and instruction.</td>
<td></td>
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<tr>
<td>a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction.</td>
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<tr>
<td>(6) Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.</td>
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<tr>
<td><strong>Reading:</strong> Maag chs. 12 and 14</td>
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<tr>
<td><strong>Assignment:</strong> Discussion Boards</td>
<td></td>
</tr>
<tr>
<td><strong>Assignment:</strong> Philosophy of Behavior Management assignment</td>
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</tbody>
</table>

| **8VAC20-543-90** |
| 3. Classroom and behavior management. |
| Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon |
| **Reading:** Maag chs. 2, 9, and 10 |
| **Assignment:** Discussion Boards |
| **Assignment:** FBA/BIP assignment |
| **Assignment:** Philosophy of Behavior Management assignment |
culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.

| 8VAC20-543-120 | Reading: Maag ch. 12  
| Assignment: Discussion Boards  
| Assignment: FBA/BIP assignment  
| Assignment: Philosophy of Behavior Management assignment |

The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences, such as history, government, geography, and economics, or science and demonstrated the following competencies:

1. Methods.

f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;

| 8VAC20-543-120 | Reading: Maag chs. 3 and 4  
| Assignment: Lesson Plan |

The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences, such as history, government, geography, and economics, or science and demonstrated the following competencies:

1. Methods.
g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;

| **8VAC20-543-130** | **Reading:** Maag ch. 8  
**Assignment:** Philosophy of Behavior Management assignment |
|------------------|---------------------------------------------------------------|
| The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:  
1. Methods.  
e. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline and maintain a positive learning environment; | |

| **8VAC20-543-130** | **Reading:** Maag chs. 2 and 3  
**Assignment:** Lesson Plan |
|------------------|---------------------------------------------------------------|
| The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies:  
1. Methods.  
f. The ability to modify and manage learning environments and experiences to meet the individual needs of preadolescents, including children with disabilities, gifted children, and children who are English learners; | |

| **8VAC20-543-140** | **Reading:** Maag chs. 9 and 10  
**Assignment:** Discussion Boards  
**Assignment:** FBA/BIP assignment |
|------------------|---------------------------------------------------------------|
| 5. Classroom and behavior management.  
a. Skills in this area shall contribute to an understanding of and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. | |

| **8VAC20-543-140** | **Reading:** Maag ch. 3  
**Assignment:** Discussion Boards  
**Assignment:** Philosophy of Behavior Management assignment |
|------------------|---------------------------------------------------------------|
| 5. Classroom and behavior management  
b. This area shall address diverse approaches based upon culturally |
responsive behavioral, cognitive, affective, social, and ecological theory and practice.

| 8VAC20-543-140 | **Reading:** Maag ch. 14  
**Assignment:** Discussion Boards  
**Assignment:** Philosophy of Behavior Management assignment |
|-----------------|---------------------------------------------------|
| 5. Classroom and behavior management  
c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and self-discipline. |

| 8VAC20-543-140 | **Reading:** Maag ch. 8  
**Assignment:** Discussion Boards  
**Assignment:** Philosophy of Behavior Management assignment |
|-----------------|---------------------------------------------------|
| 5. Classroom and behavior management  
d. Knowledge and an understanding of various school crisis management and safety plans and the ability to create a safe, orderly classroom environment must be included. The link between classroom management and the students' ages must be understood and demonstrated in techniques used in the classroom. |

| 8VAC20-543-460 | **Reading:** Maag chs. 9, 10, and 11  
**Assignment:** Discussion Boards  
**Assignment:** FBA/BIP assignment |
|-----------------|---------------------------------------------------|
| A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:  
An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:  
a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;  |

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<thead>
<tr>
<th>8VAC20-543-460</th>
<th><strong>Reading:</strong> Maag ch. 3</th>
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</table>
A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:

3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:
   b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;

| Assignment: | Discussion Boards |
| Assignment: | Philosophy of Behavior Management assignment |

| Reading: | Maag chs. 9 and 10 |
| Assignment: | Discussion Boards |
| Assignment: | FBA/BIP assignment |
### 3. Management of instruction and behavior.
An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:

- c. Provide positive behavioral supports; and

#### 8VAC20-543-460

A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:

### 3. Management of instruction and behavior.
An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:

- d. Are based on functional assessment of behavior.

#### 8VAC20-543-460

B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in

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**Reading:** Maag ch. 7  
**Assignment:** FBA/BIP assignment

**Reading:** Maag ch. 7  
**Assignment:** Lesson Plan  
**Assignment:** FBA/BIP assignment
progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:
3. Instructional methods and strategies for the adapted curriculum.
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:
   (4) Conduct and analyze results of functional behavior assessment;

8VAC20-543-460
B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:
3. Instructional methods and strategies for the adapted curriculum.
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:
i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities

Reading: Maag ch. 7
Assignment: Lesson Plan
Assignment: FBA/BIP assignment
who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:

(5) Implement behavioral intervention plans incorporating positive behavioral supports;

| **8VAC20-543-460** | **Reading**: Maag chs. 4 and 13  
| | **Assignment**: Discussion Boards  
| | **Assignment**: Lesson Plan |

B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

3. Instructional methods and strategies for the adapted curriculum.

An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:

i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:

(6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;

| **8VAC20-543-460** | **Reading**: Maag chs. 4, 9, and 10  
| | **Assignment**: Field Experience Observation  
| | **Assignment**: FBA/BIP assignment |
through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:

3. Instructional methods and strategies for the adapted curriculum.
An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:
   i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:
      (1) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral, and social skills;

**8VAC20-543-490**
The program in special education early childhood (birth through age five) is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the following competencies:

5. Understanding of teaching social and emotional skills to assist with behavior management and the application of principles of learning and child development to individual and group

| Reading: Maag chs. 4, 9, and 10 | Assignment: Discussion Boards |
management using a variety of techniques that are appropriate to the age of that child.

| **8VAC20-543-500** | **Reading:** Maag chs. 4, 9, and 10  
**Assignment:** Lesson Plan  
**Assignment:** FBA/BIP assignment |
|---------------------|----------------------------------------------|
| A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:  
 a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;  
 b. Address diverse approaches to classroom organization and set-up based upon |

| **8VAC20-543-500** | **Reading:** Maag chs. 2 and 4  
**Assignment:** Discussion Boards |
|---------------------|-----------------------------------------------|
culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;

| 8VAC20-543-500 | **Reading:** Maag chs. 7 and 12  
**Assignment:** Lesson Plan  
**Assignment:** FBA/BIP assignment |
|----------------|--------------------------------------------------|
| A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:  
c. Provide positive behavioral supports; and |  
| 8VAC20-543-500 | **Reading:** Maag ch. 7  
**Assignment:** FBA/BIP assignment |
|----------------|--------------------------------------------------|
| A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:  
d. Are based on functional assessment of behavior. |  
| 8VAC20-543-500 | **Reading:** In-TASC Standards  
**Reading:** Virginia Standards of Learning |
A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

   a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
      (1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;

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<thead>
<tr>
<th>8VAC20-543-500</th>
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<tbody>
<tr>
<td>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</td>
</tr>
<tr>
<td>Assignment: Field Experience Observation</td>
</tr>
<tr>
<td>Reading: Maag ch. 1</td>
</tr>
</tbody>
</table>

| Assignment: Lesson Plan |
### 8VAC20-543-500

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

   a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
      (3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;

### Education Classrooms Across the K-12 Setting:

**Reading:** Maag ch. 7  
**Assignment:** Discussion Boards

### 8VAC20-543-500

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

   a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
      (3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;

### Assignment:

**Reading:** Maag ch. 7  
**Assignment:** Discussion Boards  
**Assignment:** FBA/BIP assignment
professions in collaborative work environments to include:
(4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;

| 8VAC20-543-500 | Reading: Maag ch. 7
| Assignment: Discussion Boards |
| Assignment: FBA/BIP assignment |

a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
(5) Understanding the roles and responsibilities of each member of the collaborative team; and

| 8VAC20-543-500 | Reading: Maag chs. 2, 5, and 6
| Assignment: Discussion Boards |

A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

Reading:

Maag chs. 2, 5, and 6
Discussion Boards
a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:
   (6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;

<table>
<thead>
<tr>
<th>8VAC20-543-500</th>
<th>Reading: Maag ch. 7</th>
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</thead>
</table>
| A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
b. Training, managing, and monitoring paraprofessionals; | Assignment: Discussion Boards  |
| Assignment: FBA/BIP assignment |                       |

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<thead>
<tr>
<th>8VAC20-543-500</th>
<th>Reading: Maag chs. 1 and 14</th>
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</thead>
</table>
| A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
c. Involvement of families in the education of their children with disabilities; | Assignment: Discussion Boards  |
| Assignment: Philosophy of Behavior Management assignment |                       |

| 8VAC20-543-500 | Reading: In-TASC Standards |
| **8VAC20-543-500** | **Reading:** Maag ch. 12  
**Assignment:** Discussion Boards |
|---|---|
| **A.** The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
   d. Understanding the standards of professionalism; and  
   e. Cooperating with community agencies and other resource providers; and  
   | **Assignment:** Lesson Plan  
**Assignment:** Discussion Boards |
| **8VAC20-543-500** | **Reading:** Maag ch. 14  
**Assignment:** Discussion Boards |
|---|---|
| **A.** The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.  
   d. Understanding the standards of professionalism; and  
   | **Assignment:** Lesson Plan  
**Assignment:** Discussion Boards |
| studies in 8VAC40-543-140, including reading and language acquisition.  
f. Models and strategies for promoting students' self-advocacy skills. |
## Course Schedule

**EDUC 623**


<table>
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<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ackerman: ch. 1</td>
<td>Course Requirements Checklist</td>
<td>10</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.