

**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. Blackboard [recommended browsers](#)
- D. 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. (MLO: A, C, E)

D. Journal Article Reviews (3)

The candidate will complete 3 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. (MLO: A, C, E)

E. Jones & Jones: Textbook Quizzes Chapter 1-10

Throughout the course, the candidate will complete untimed quizzes on each chapter of the Jones & Jones text. Each quiz must be completed in one sitting. (MLO: A, D)

F. Functional Behavior Assessment (FBA) Workbook Assessment

After reviewing the O'Neill textbook, the candidate will complete four untimed quizzes on chapters 1-4. Each quiz must be completed in one sitting. The combined scores of these quizzes will serve as the grade for the Functional Behavior Assessment (FBA) Workbook Assessment. (MLO: D)

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. (MLO: B)

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. (MLO: A, B, C)

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. (MLO: A)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 40 pts ea)	280
Journal Article Reviews (3 at 40 pts ea)	120
Textbook Chapter Quizzes (10)	180
Functional Behavior Assessment (FBA) Workbook Test	60
Functional Behavior Assessment (FBA) Interview	125
IRIS Center Case Study	125
Classroom Management Plan PowerPoint	110
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment 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](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).

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](mailto: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](#).

V. **BIBLIOGRAPHY**

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications. ISBN: 9780976423317.

## ***COURSE SCHEDULE***

### **EDUC 624**

Textbooks: Ackerman, *PRAISE: Effectively Guiding Student Behavior* (2007).

LUC – Jones & Jones, *Comprehensive Classroom Management* (2016).

LUC – O’Neill et al., *Functional Assessment and Program Development for Problem Behavior* (2015).

<b>MODULE /WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Ackerman: ch. 1 Jones & Jones: chs. 1-2 1 presentation	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction DB	0
		DB Forum 1	40
		Journal Article Review 1	40
		Textbook Quiz – Chapter 1	10
		Textbook Quiz – Chapter 2	10
<b>2</b>	Ackerman: ch. 4 Jones & Jones: chs. 3-4 1 presentation	DB Forum 2	40
		Textbook Quiz – Chapter 3	20
		Textbook Quiz – Chapter 4	20
<b>3</b>	Ackerman: ch. 2 Jones & Jones: chs. 5-6 1 presentation	DB Forum 3	40
		Journal Article Review 2	40
		Textbook Quiz – Chapter 5	20
		Textbook Quiz – Chapter 6	20
<b>4</b>	O’Neill et al.: Entire Text 1 presentation	DB Forum 4	40
		FBA Workbook Assessment	60
<b>5</b>	Ackerman: ch. 3 Jones & Jones: ch. 7 1 presentation	DB Forum 5	40
		Journal Article Review 3	40
		Textbook Quiz – Chapter 7	20
<b>6</b>	Jones & Jones: ch. 8 1 presentation	DB Forum 6	40
		FBA Interview	125
		Textbook Quiz – Chapter 8	20
<b>7</b>	Jones & Jones: ch. 9 2 presentations	IRIS Center Case Study	125
		Textbook Quiz – Chapter 9	20
<b>8</b>	Jones & Jones: ch. 10 Ackerman: chs. 5–6 1 presentation	DB Forum 7	40
		Classroom Management Plan PowerPoint	110
		Textbook Quiz – Chapter 10	20
<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**.