
TCED 2602 - Classroom Management Urban, Suburban, and Rural

Fall 2026 Syllabus, Section 01, CRN 44079,

Credit hours: 1

Instructor

Dr. Gary Jacobs

Professional Qualifications:

Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Principal Lecturer Accreditation and Special Education Coordinator

Email: gjacobs01@ysu.edu

Office: Beeghly Hall; 2407

Office Phone: 330-941-3255

Additional Contact Methods:

In Person Tuesday and Thursday before and after class and office hours. Monday, Wednesday, and Friday meet online or message through Blackboard or Email.

Preferred Contact Method: Email and Office Phone or In-Person

Communication Expectations:

Please allow 24 hours for a response to your email. Include the course in the subject line. If you do not receive an email within 24-48 hours, please email again or call.

How to Refer to me:

Dr. Jacobs or Dr. Gary Jacobs

Public Instructor Information

Instructor Title: Principal Lecturer and Accreditation and Special Education Coordinator

Instructor Professional Qualifications: *Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University*

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Instructor Office Location: Beeghly Hall; 2407

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Course Description

2602. Classroom Management Urban, Suburban, and Rural. This course presents theories and strategies for identifying, implementing, and assessing effective interpersonal skills in diverse educational and social settings. Content focuses on two major concepts: a) strategies to develop positive and supportive learning environments which value diverse needs of students, and b) behaviors and interventions which may interfere with positive and social experiences. Ethical, legal, and social guidelines/implications are presented. Interventions based on cognitive, humanistic, behavioral, and psychological theories are presented and applied through a case study approach. The course also helps the pre-service teacher develop classroom rules, consequences, classroom procedures, develop proactive and reactive strategies and create a classroom layout and behavior plan for their classroom. Prereq.: None. 1 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Comprehensive classroom management: Creating communities of support and solving problems. (11th ed.).	Jones, V. & Jones, L.	
Required	Vanderbilt Modules		

Both of the readings listed are included in the modules for students to access. The students do not need to purchase these materials.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	10/20	Chapter 2 from Jones	Course Overview/Introductions Classroom Management: The Big Picture The Classroom Ecosystem Theoretical Perspectives Communication in the Classroom Ecosystem	IRIS Module 1 Due in Assignments by 11:59pm on 10/25.
Tue	10/27	Vanderbilt Module 5 Vanderbilt Module 6	Effective Instruction	IRIS Module 2 Due in Assignments by 11:59pm on 11/1. Online Quiz 1 – October 25th
Tue	11/3	Vanderbilt Modules 1, 2, 3, & 4	Prevention of Behavior Problems	IRIS Module 3 Due in Assignments by 11:59pm on 11/8.
Tue	11/10	No Readings	Dealing with Behavior Problems	IRIS Module 4 Due in Assignments by 11:59pm on 11/15. Online Quiz 2 – November 15th
Tue	11/17	Vanderbilt Module 7	Intervention for Individuals Assessment (Formal & Informal)	IRIS Module 5 Due in Assignments by 11:59pm on 11/22. Online Quiz 3- November 22nd
Tue	11/24	Functional Assessment Module Vanderbilt Module 8	Functional Assessment Interventions for the Individual Positive Behavior Interventions and Supports (PBIS) Crisis Prevention Institute (CIP) Interventions for the Group	IRIS Module 6 Due in Assignments by 11:59pm on 11/29. Online Quiz 4 – November 29th
Tue	12/1	Vanderbilt Module 8 Vanderbilt Module 9	Group Contingency Working with Parents National Bullying Prevention Center Taking Care of Yourself	IRIS Module 7 Due in Assignments by 11:59pm on 12/3. Online Quiz 5 – December 6th Classroom Plan Due – December 2nd in ASSIGNMENTS by 11:59 pm

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.