



## Sul Ross State University Department of Education

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Office Hours	M-F 8:00am-5:00pm	Virtual Office Hours	As needed via GoToMeeting

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### ED 5322 Behavior Management-Fall 2015

#### **Course Description:**

(3-0) An advanced study of ways to design and implement instructional intervention for the remediation, compensation, or adjustment to the exceptional learner's deficiency.

**Required Textbook:** Alberto, P. A. & Troutman, A. C. (2013). Applied Behavior Analysis For Teachers. Pearson. ISBN 9780132655972

#### **Requirements:**

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course quizzes and exams
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.

#### **\*Additional Requirement for Certification:**

Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for further information.

**Course Requirements:**

- 1) Attendance
    - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
  - 2) Daily Readings
    - We will be covering an enormous amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required chapters. Please note which chapters will be covered and read ahead to keep up with the rigorous pace of the course.
  - 3) Weekly Discussion Forums **8@ 20 points**
  - 4) Chapter Quizzes **11@ 20 points**
  - 5) Assignment **5@ 20 points**
- TOTAL 480 points**

A=480 to 432 points, B=431 to 345 points, C=344 to 241 points, D=240 to 144, F=below 144

**All assignments are due on the scheduled date. Late assignments will not be accepted!**

**Course Schedule**

<u>Week</u>	<u>Assigned Chapter</u>	<u>Open Date</u>	<u>Close Date</u>
Week 1	Chapter 1 &2	August 31	September 6
Week 2:	Chapter 3	September 6	September 13
Week 3:	Chapter 4	September 14	September 20
Week 4:	Chapter 7	September 21	September 27
Week 5:	Chapter 8 & 9	September 28	October 4
Week 6:	Chapter 10	October 5	October 11
Week 7 :	Chapter 11	October 12	October 18
Week 8:	Chapters 12& 13	October 18	October 25

**\*All assignments are due on the scheduled date no later than 11:55 pm CDT. Late assignments will not be accepted!\***

**Educator Standards Addressed in ED 5322 for Educational Diagnostician-153:**

**Educational Diagnostician Standard III-**The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

**Educational diagnostician Standard VI-** The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

**Educational Diagnostician Standard IX-** The educational diagnostician address students’ behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

**ED 5322 will contribute to the following Program Learning Outcomes (PLOs):**

- The educational diagnostician candidate effectively collaborates with all parties involved with the identification, placement, and ongoing support of students with disabilities through practical experiences gained while enrolled in semester-long practicum course.
- The educational diagnostician candidate demonstrates the ability to critically evaluate assessments and understand the implications of chosen assessments.
- The educational diagnostician candidate is able to analyze the ethical and professional responsibility to the field of special education.

**ED 5322 will address the following Student Learning Outcomes (SLOs):**

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

**Attendance Policy:** Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student from a course when the student has a total of nine absences.” SRSU policy states “An absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences.” Therefore, non-attendance for Weekend Format classes calculates to: Saturday (7 hrs of class time) = 8.4 absences and Sunday (4 hrs of class time) = 4.8 absences. Make up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In

this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

**ADA Accommodations:**

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator 432-837-8203  
Counseling and Accessibility Services

**Tobacco Policy:** Tobacco is not permitted on the Sul Ross campus.

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**Grading:** **All assignments are due on the date posted. Late work WILL NOT be accepted!**

**This course syllabus is intended to be a guide and may be amended at any time.**