



Sul Ross State University Department of Education

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Office Hours	MTW 10:00 am-2:00 pm	Virtual Office Hours	As needed via GoToMeeting

ED 5322 Behavior Management-Spring 2017 (first 8 weeks)

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: Shea, T & Bauer, A. (2012). Behavior Management: A Practical Approach for Educators. 10th edition. Pearson. ISBN 9780137085040.

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:

- Attendance
 - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- 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.
- Weekly Discussion Forums **8 @ 20 points**
- Chapter Quizzes **11 @ 10 points**
- Chapter Review Assignments **11 @ 10 points**
- FBA Assignment
 - Detailed info will be provided in Bb **1 @ 50 points**

TOTAL 430 points

A=430-387 points, B=386-344 points, C=343-301, D=300-258, F=257 and below

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	January 17	January 22
Week 2:	Chapter 2 & 3	January 23	January 29
Week 3:	Chapter 5	January 30	February 5
Week 4:	Chapter 6	February 6	February 12
Week 5:	Chapters 7 & 8	February 13	February 19
Week 6:	Chapters 9	February 20	February 26
Week 7 :	Chapters 10	February 27	March 5
Week 8:	Chapters 11 & 12	March 6	March 10

All assignments are due on the scheduled date no later than 11:55 pm CST. 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

