



**College of Education – Teacher Education Department  
SPED 4362: Behavior and Discipline Management Theory  
Course Syllabus – Fall 2019**

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**Office Hours:**

Monday and Wednesday: 10:00 AM – 12:00 PM & 1:00 PM – 2:00 PM

Tuesday and Thursday: 11:00 AM – 12:00 PM & 1:00 PM – 2:00 PM

Friday: By appointment only

**DAY, TIME, AND LOCATION:** Tuesday and Thursday, 8:00 a.m. – 9:15 a.m., CARR, Classroom 124. (Class begins on Tuesday, August 27, 2019) Students will attend classes at ASU every Tuesday and Thursday until beginning the Field Experience.

Students will be at the assigned schools (Reagan Elementary, Sam Jacinto, Lincoln and/or Central High School) every Tuesday and Thursday beginning Tuesday, September 24, through Thursday, November 21, 8:30 a.m. - 10:30 a.m. Students are to return to ASU, CARR 124, on Tuesday, November 19, 8:00 am.

**COURSE DESCRIPTION:** A practical approach to the implementation of behavioral assessment and discipline management of students with learning and behavioral differences. A field component is required. Prerequisites: SPED 2361, SPED 3360, SPED 3364, SPED 3365.

**METHOD OF INSTRUCTION:** Web blended, lecture, oral reports by students, discussions, field experience and TExES study sessions.

**TEXTBOOKS:**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

**MATERIALS:** Required Textbooks; TaskStream Account; Working Computer and reliable internet access, Microsoft Word.

**COMPUTER SKILLS REQUIRED:**

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:

- use email with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use presentation and graphics programs

**COURSE REQUIREMENTS:** Students are required to complete all assignments in order to successfully complete the course. Students are required to check email on a regular basis, preferable daily.

**OUTCOMES:**

Angelo State University Undergraduate Learning Goals:

<http://www.angelo.edu/dept/aafairs/documents/LEARNING%20GOALS%20as%20of%202-27-09.pdf>

InTASC Standards web link:

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

**TEExES Standards/Competencies (also posted on Blackboard and in this syllabus)  
LEARNER GOALS, OUTCOMES AND OBJECTIVES OF SPED 4362:**

**These goals are designed to:**

1. Introduce candidates to theories and practical approaches to the implementation of behavior assessment.
2. Introduce candidates to practical approaches to the implementation of discipline management of students with learning and behavioral differences.
3. Utilize factual knowledge related to discipline approaches and behavior management.
4. Candidates will develop a clearer understanding of and commitment to the importance of teachers knowing and understanding the background and diversity of their students.
5. Find and use resources effectively to conduct classroom instruction and solve issues related to management of instruction and discipline.
6. Apply course material in classroom examples and field observations.
7. Incorporate knowledge, skills, and resources for effective use in classrooms.
8. Encourage questioning, seeking answers, and professional reflection on practices in classrooms with students with special needs.
9. Prepare the candidate for TExES competencies in Special Education.
10. Require field experience in classrooms with students with special needs.

**IDEA INFORMATION:**

The following information of learning are emphasized, practiced, and demonstrated in content, assignments, and field experiences of SPED 4362

**Essential Objectives:**

1. Learning fundamental principles, generalizations, and theories
2. Learning to apply course material
3. Developing specific skills, competencies, and points of view needed by professionals in the field most clearly related to this course.
4. Learning how to find and use resources for answering questions or solving problems.

**Important Objectives:**

1. Acquiring an interest in learning more by asking questions and seeking answers.
2. Gaining factual knowledge
3. Acquiring an interest in learning more by asking questions and seeking answers.

**SBEC web site link:**<http://www.state.tx.us/beconline/standtest/standards/allppr.pdf>**TEExES EC-12 PPR testing link:**<http://www.texas.ets.org/assets/pdf/testprepmanuals160pprec12.pdf>**OUTCOMES (SACS/SLO; InTASC STANDARDS; TExES)**

Assessments	Daily Journal Case Study	Discussions Oral Reports Assignments Gr. Activities Lectures	Observations
<b>ASU Undergraduate Learning Goals</b>			
1. Liberal knowledge and skills of inquiry, critical thinking and synthesis	X	X	X
2. Core skills	X	X	X
3. Specialized knowledge	X	X	X
4. Social responsibility	X	X	X
<b>TEExES COMPETENCIES</b>			
<b>Competency 1</b> Understands human development processes; knows the typical stages of cognitive, social, physical and emotional development of students in early childhood through grade 12.	X	X	X
<b>Competency 2</b> Understands student diversity; accepts and respects students with diverse backgrounds and needs.	X	X	X
<b>Competency 3</b> Knows strategies for enhancing one's own understanding of students' diverse backgrounds and needs.	X	X	X
<b>Competency 4</b> Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning, and plans instruction and assessment with awareness of social and cultural factors to enhance all students' learning.	X	X	X
<b>InTASC Standards</b>			
Standard 2 (m) Learning Differences	X		
Standard 3 (c, d, f, k, & r) Learning Environments			X
Standard 4 (d, f, & r) Content Knowledge	X	X	X
Standard 5 (r & s) Application of Content	X	X	X
Standard 7 (c & f) Planning for Instruction	X	X	X
Standard 8 (g & k) Instructional Strategies	X		X
Standard 9 (l) Professional Learning and Ethical Practice			X
Standard 10 (a, b, o, & q) Leadership and Collaboration		X	X
<b>OUTCOMES (CEC 2013 STANDARDS)</b>			
1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals			

with exceptionalities.	X	X	X
1.2 Beginning special education professionals use Understanding of development and individual differences to respond to the needs of individuals with exceptionalities	X		X
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities.		X	X
3.3 Modify general and specialized curricula to make them accessible with exceptionalities.	X		X
5.1 Beginning special education professionals consider an individual's abilities, interest, learning environments, and cultural and linguistic factors in the selection development and adaptation of learning experiences for individual with exceptionalities.	X		X
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	X	X	X
5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support.		X	X
5.4 Beginning special education professionals use strategies to enhance language development		X	X
5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range e of of settings and different learning experiences in collaboration with individuals, families and teams.		X	X
6.3 Beginning special education professionals understand that diversity is a part of families, cultures and schools, and that complex human issues can interact with the delivery of special education services.		X	X
6.6 Beginning special education professionals provide guidance and direction to paraeducators tutors, and volunteers.	X	X	X

**ASSIGNMENTS: (DIRECTIONS AND EXPLANATIONS OF EACH ASSIGNMENT ARE ON BLACKBOARD.)**

- Daily Journal (of observations and experiences witnessed in the classrooms of student chosen for the case study).
- Case Study (Task Stream)
- Oral Report concerning students with moderate to severe handicapping condition.
- Written Report on student with moderate to severe handicapping condition. (Task Stream)
- Field Experience: Observing and working with students in resource classroom settings.

It is required that you follow the writing style found in the newest edition of the American Psychological Association Publication manual (APA Manual), which is available at the ASU library, ASU bookstore, or on-line at [www.apa.org](http://www.apa.org)

All written projects should be of the highest professional quality. This includes:

- Typed, double-spaced
- Submitted on time
- Edit
  - Typographical errors
  - Spelling
  - Syntax
  - Grammar
  - Punctuation
  - Format, including citations
  - Visual presentation/professional quality

**GRADING OF ASSIGNMENTS AND COURSE EVALUATION: (subject to change)**

Tests/Major Projects: 40%

Field Experiences: 40%

Quizzes: 10%

Attendance: 10%

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

**ASU OP10.04 Academic Regulations Concerning Student Performance**

<http://www.angelo.edu/opmanual/#s10>

**ATTENDANCE POLICY:** As a developing teacher, your ability to demonstrate a positive and professional disposition toward your peers, assignments, practicum teacher, and the instructor is essential. You should notify the instructor by email if you are going to miss class or be late. There are two excused absences allowed. Each absence after this will result in the loss of a letter grade for the final grade. A tardy is when you are more than 5 minutes late for class. After 10 minutes, you will be considered absent.

During the practicum, any absence must be made up and documented by your classroom teacher. **Failure to make-up the absence(s) WILL result in failure of the course.** The professor and classroom teacher MUST be notified immediately of any upcoming absence or late arrival. Please be punctual and on time. You are not only representing ASU, but you are working with potential employers who do watch and make note of the behavior of practicum students. Be sure you have signed in before 8:00 a.m. You should be in the classroom before or by 8:30 a.m. You stay until 10:30 a.m. You must make up the absence in the classroom where time was missed. For example, if you miss two hours at Central, they must be made up at Central, not Reagan.

**ASU ATTENDANCE POLICY:**

Candidates are to adhere to ASU policy OP 10.04 and Unit policy.

<http://www.angelo.edu/opmanual/#s10>

**ASU OP 10.19 Student absence for observance of Religious Holy Day:**

<http://www.angelo.edu/opmanual/#s10>

**ASU OP 10.15 PROVIDING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

<http://www.angelo.edu/opmanua/#s10>

**ACADEMIC HONESTY:** Candidates are to be familiar with the ASU Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement”.

<http://www.angelo.edu/cstudent/documents/pdf/Student-Handbook.pdf>

Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. **Plagiarism is strictly forbidden.**

**Note the link bellow concerning ASU’s policy concerning plagiarism:**

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.htm/>

**Plagiarism**

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment and this infraction will be noted on the student's records. Should there be a second occurrence of plagiarism, the student will receive a final grade of F for the course and another infraction report will be added to the student's permanent records.

**SPED 4363 CLASS SCHEDULE, Fall 2019**

**(This is a tentative schedule)**

<b>Week #</b>	<b>Topic</b>
1	*Introduction, Syllabus, Assignments *First practice TExES exam
2	*Modifications (Why, How); Terminology *Mrs. Conoly will give information about Field Experience
3	Lesson Planning
4	Research Paper/Power Point
5	<b>FIRST DAY OF OBSERVATIONS</b> Be at assigned school no later than 8:15 a.m. for meeting with the principal.
6-8	Out in the schools for block “clinical” teaching



## Syllabus Statement Fall 2019

### **Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

<b>Online:</b>	<a href="http://www.angelo.edu/incident-form">www.angelo.edu/incident-form</a>
<b>Face to Face:</b>	Mayer Administration Building, Room 210
<b>Phone:</b>	325-942-2022
<b>E-Mail:</b>	michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).