University of St. Thomas
School of Education and Human Services

EDUC 5322 – Spring 2018
Evidence Based Practices for Students with Emotional Disorders
Online Course

SYLLABUS

INSTRUCTOR: Valerie Morgan, Ph.D.
PHONE: 281-615-7707 (cell)
E-MAIL: morganv@stthom.edu
OFFICE HOURS: Tuesday & Wednesday 9 a.m.-12:30 p.m. (please email to arrange a location for meeting; alternate times/dates available by request)

CONTACTING THE INSTRUCTOR: I can be contacted by email or phone (both provided above). I will usually respond within 24 hours. The phone number provided is my cell phone number. Please feel free to call or text me anytime (except during the hours of 10 p.m. – 6 a.m.) with questions or anything you need related to the course. I strongly encourage close communication during the course. It is better to ask than to guess or wonder! Please do not hesitate to contact me if needed. If you wish to meet in person, we can also arrange a meeting during my office hours or at another mutually agreeable time. Contact me via email or text to arrange.

REQUIRED TEXTBOOKS

*this textbook will be used in multiple courses in the program

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COURSE DESCRIPTION
This course focuses on evidence-based practices for providing services to students with emotional and behavioral challenges. School-wide, classroom, and student-specific interventions will be identified. The course will enable students to use a common language when analyzing the function of behavior.

COURSE OBJECTIVES/STUDENT OUTCOMES
Upon successful completion of the course, students will demonstrate knowledge of:

- Behavior intervention models and strategies at the schoolwide, classroom, and individual levels
- Diagnostic criteria for identifying emotional/behavioral disorders in school-age children and adolescents
- Application of the principles of applied behavioral analysis in assessment and intervention of behavior
- How to analyze behavior using quantitative and qualitative data
- Skills for assisting teachers regarding strategies for specific behavioral problems such as disruptive behaviors, social behavior, aggressive behavior, and withdrawn behavior

STATE AND NATIONAL STANDARDS GUIDING THIS COURSE
This course is aligned to the Texas Administrative Code (TAC)/State Board for Educator Certification (SBEC) Educational Diagnostician Standards as well as the National Council for Exceptional Children Advanced Preparation Standards and Advanced Specialty Set for Special Education Diagnostician Specialists. Below are the links to those standards.

Link to Texas Educational Diagnostician Standards:
- Texas Administrative Code (TAC) Title 19 Rules §239.80 through §239.84.

Links to National CEC Advanced Standards for Special Education Diagnostician Specialists:
SOCIAL JUSTICE TENETS
As educators, the tenets of social justice should play a pivotal role in decision-making strategies in Catholic, private, and public schools of all levels. The School of Education at University of St. Thomas uses three (3) of the social justice teachings of the Catholic Church to drive instruction and decision making:

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

COURSE REQUIREMENTS ( ) = Percent of Final Grade

Blackboard is the online learning environment that we will be using for this course. Each week, a new Learning Module (LM) containing that week’s lecture materials and instructions for assignments will be posted on Blackboard (BB). Students must review all assigned readings/lectures in the LM and complete and submit the assignments by the indicated due dates. You will submit your course assignments through Blackboard, or sometimes via email, per the instructor’s directions for that assignment. Grades for each assignment will be posted in Grade Center on BB.

(30%) **Discussion Boards**
This is an online course which mandates regular weekly participation. Discussion Boards on a variety of topics will be assigned most weeks. These activities will be completed online through UST Blackboard. The Discussion Board portion of the course grade is based on the expectation that students will demonstrate the following:

a) Before doing Discussion Board postings for each LM, you must read assigned chapters and other materials (if applicable). For each assigned topic, you will post an original response, then respond to at least two peers’ posts. Discussion Boards are intended to be a true online discussion of class-related topics. To this end, original posts and responses should reflect your active participation in the discussion, as well as demonstrate reflective thought and understanding of the material. Posts should be as long as necessary to achieve these goals—typically a minimum of 10 lines for the original post and a minimum of 5 lines for each response to peers. To receive full credit, your posts and responses must be submitted within the following timelines: Original posts, must be posted Sunday – Wednesday (i.e., no earlier than Sunday, no later than
Wednesday); Responses to peers, must be posted sometime Thursday – Saturday (i.e., no earlier than Thursday, no later than Saturday).

Note that a minimum of 2 responses to peers should be posted during the Thursday–Saturday window; this is to ensure that all class members have a chance to post their original posts before classmates complete their responses to peers. However, additional responses to peers may be posted at any time. Students are, in fact, encouraged to respond as many times and whenever they like to any of the posts, just as a true discussion would occur. Just be sure at least two of your responses occur during the Thursday – Saturday timeframe.

b) Regular and appropriate interactions with fellow students and the instructor are required. A professional and courteous attitude should be reflected in all interactions, including Discussion Board posts.

Each Discussion Board assignment is worth a total of 3 points (2 points for each original post, ½ point for each response to peers). Grading penalties for posting outside the timelines are discussed in the “Evaluation Process” section of this Syllabus.

(Note: The final 3 Discussion Boards of the course will consist of discussion of your classmates’ Behavior Intervention Project Presentations, and thus requirements for posts will be structured slightly differently. Specific instructions will be provided by the instructor the weeks those Discussion Boards are posted.)

(20%) Behavior Intervention Project (due 4/4/18)
This project consists of implementing a behavior intervention with a real student and then writing up the results. This project is designed to give you hands-on experience with the principles of Applied Behavior Analysis and the steps in conducting an FBA. Your final product will be a report that describes and synthesizes your process and results.

For this project, you will gather individual intervention data on a student for a behavior that you want to increase or decrease. Steps will include:

1. Identify and define target behavior
2. Collect quantitative data for 5 days before the behavior change intervention has been implemented (baseline data)
3. Collect functional assessment data to identify antecedent and consequent events which maintain the behavior
4. Develop one or more hypotheses about the behavior and how it is associated with the environmental event or the functions of the behavior
5. Identify a replacement behavior
6. Design an intervention that includes reinforcers, prompts, reductive techniques and other strategies for behavior change.
7. Implement your intervention for 5 days
8. Chart or graph the behavior from the pre-intervention phase (baseline data) through the intervention phase (intervention data)
9. Resources for the project may be found through class materials and/or www.pbis.org

There is no specific length required for the report of your project, but in most cases a thoroughly conducted and reported project will result in an approximately 8 – 10 page report. You should use the “Behavior Project Report Outline” posted on BB to structure your report (i.e., use the indicated section headers and provide the indicated information under each section). You must submit your supporting data collection materials (e.g., tally charts, A-B-C charts, interview notes, etc.) with your final report. Further instructions for completing this project will be posted on Blackboard under the “Behavior Project” tab.

Grading for this assignment will be based on: inclusion of all of the required elements; the quality of the project and report in terms of the depth and breadth of data collection, analysis, and intervention design; clarity of communication of ideas in the report, which includes writing quality.

(10%) Class Presentation of Behavior Intervention Project (due 4/11/18)
Present a summary of your Behavior Intervention Project to the class in an approximately 10 – 15 slide Powerpoint presentation. You will email your presentation to the instructor, who will post it on BB for class viewing and comments. Your presentation should include a review of all required information (i.e., background, target behavior, baseline data, FBA and hypotheses, replacement behavior, intervention, results). Grading for this assignment will be based on inclusion of all of the required elements; the degree to which information was well-organized and clearly communicated; and the degree to which the design of the presentation slides effectively supported the overall presentation of information.

(5%) Region 4 Training (due 3/28/18)
You will complete a Region 4 Training (embedded in the modules) and you will submit your certificate of completion to the instructor by the due date. The required Session ID number will be provided in the applicable learning module (LM 7).
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(15%) **Midterm Exam (online window: 3/4/18 – 3/6/18)**  
This is an open book, open note exam and includes content from the textbook readings, lectures, and learning module activities/assignments for the first 6 weeks of classes. The exam format may include multiple-choice, matching, true/false and short-answer essay questions. The midterm exam MUST be completed during the indicated online window.

(20%) **Final Exam (online window: 5/6/18 – 5/8/18)**  
The final exam will be comprehensive and include content from the textbook readings, lectures, and learning module activities/assignments. The exam format may include multiple-choice, matching, true/false and short-answer essay questions. The exam will cover material from the entire course, but will be weighted more heavily toward content from the post-midterm portion of the course. The final exam MUST be completed during the indicated online window.

**EVALUATION PROCESS**  
Students will be evaluated by means of punctual and professional participation in course activities, and based on performance on Discussion Board assignments, Behavior Intervention Project, Class Presentation of Behavior Intervention Project, completion of the assigned Region 4 training, midterm exam, and final exam.

Due dates for assignments are firm and work is expected to be turned in on time. In the event that a deadline is not met, the following late work penalties will be applied:

- **Discussion Board:** Credit will be reduced by half for each post made out of the timeline window. (Note: the deduction applies to both early and late submissions.)
- **Behavior Intervention Project:** At the instructor’s discretion, late assignments may not necessarily be accepted. A *minimum* of 5 points will be deducted from any Behavior Intervention Project submitted after the indicated due date.
- **Class Presentation of Behavior Intervention Project:** At the instructor’s discretion, late Class Presentations may not necessarily be accepted. A *minimum* of 3 points will be deducted from any Class Presentation not submitted on the indicated due date.
- **Region 4 Training:** Credit will be reduced by half if certificate of completion is not submitted to the instructor by the indicated due date.

**Point Values for Course Assignments:**
- 10 Discussion Boards (3 points each) = 30 points  
- Behavior Intervention Project = 20 points  
- Class Presentation of Behavior Intervention Project = 10 points  
- Region 4 Training = 5 points  
- Midterm Exam = 15 points  
- Final Exam = 20 points  
**Final Grade = Total Points Earned/100**
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GRADING SCALE (Based on 100 point scale)

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<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<tr>
<td>74-76</td>
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<td>70-73</td>
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<td>59 or lower</td>
<td>F</td>
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Note: Though grades for some or all coursework may be posted on Blackboard, only the grade posted for you through the UST Registrar's office qualifies as your official course grade.

STUDENT RESPONSIBILITIES

Students are responsible for reading, understanding, and adhering to all requirements and policies listed in the course Syllabus. It is the student’s responsibility to proactively keep the course instructor informed of any events or circumstances that may impact the student’s ability to adhere to course requirements and policies, and to remain in close contact with the instructor about those circumstances until they are resolved.

Students are also responsible for checking email (University of St. Thomas, stthom.edu, account) on a daily basis to ensure that they are up to date on the most recent information for the course. Emails sent by the instructor via the stthom.edu account are part of the official communication system of the course. It is the student’s responsibility to ensure that his or her email account is in good working order and that emails from the course instructor’s email address are being received without incident. The instructor expects that students will continue to check email on a daily basis until all course requirements are fulfilled (i.e., the student has officially completed the course).

If the student is unclear about any aspect of the Syllabus, or any other information provided by the instructor, it is the student’s responsibility to contact the course instructor immediately in order to ask needed questions and gain clarity.

ACADEMIC ETHICAL STANDARDS

It is the student’s responsibility to know what constitutes academic dishonesty and plagiarism and apply academic integrity in all assignments. In general, all academic work, written or otherwise, submitted by students to their instructors is expected to be the result of their own thought, research, or self-expression. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or other person, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone. See UST catalogue for further information.
In addition, take note that it is the instructor’s expectation that all work submitted for this course is original work completed by the student specifically for this course. Submitting work that you have submitted for other courses or created for other purposes in the past (including, but not limited to: data that you have collected, reflections you have written, or research papers you have completed) is considered academic dishonesty. If you have any questions about whether any of your work might be considered academically dishonest, consult your instructor on the matter prior to submission.

Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly. Always use 12 point font, Times New Roman, double space, left justified.

**STUDENT ACCOMMODATIONS**

Any student with a disability requiring accommodations in this course is encouraged to contact UST Counseling and Disability Services in Crooker Center. Their offices can be reached at (713) 525-6953 or 2169. Please let the instructor know if you have made an assistance request through the UST Counseling and Disability Services office, and also contact the instructor directly to discuss your needs.