Department of Human Services  
SPE 439.001  
Introduction to Applied Behavior Analysis

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**Course Time & Location:** MW 2:30-3:45 HSTC319  
**Office Hours:** M 10:30-1:00, W 10:30-1:00  
**Credits:** 3 hours  
**Email:** Use D2L email within the SPE 439 course

I. COURSE DESCRIPTION:
This course is designed to provide pre-service and in-service special education teachers with information about students with behavior disorders. The pre-requisite for this course is SPE 329. Moreover, SPE 439 is a methods course and, as such, covers a range of topics to assist participants in planning and implementation of behavior analysis procedures. Objectives, requirements, and activities which address TExES competencies will have the specific competency addressed in bold. For additional TExES information, go to: http://www.texas.nesinc.com.

SPE 439.001 is implementing D2L as a support for this course. Course materials and assignments will be posted on D2L and some course assignments will be turned in via D2L.

**SPE 439 Accountability and Accreditation Assignment:** Behavior Change Project and Behavior Change Project Reflection Paper

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText or need student support with LiveText and the keycode distribution call (936) 468-2395, or email livetext@sfasu.edu.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes):

COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE's belief that

- Academic excellence through critical, reflective, and creative thinking - assessment results are reviewed in detail during Collaborate scoring sessions with student reflection and discussion on the actual administration of the assessment.
- Life-long learning - professional development is encouraged in the course/program.
- Collaboration and shared decision-making - assessment results are interpreted collaboratively in online scoring sessions. With final report interpretations being based on shared decision making.
- Openness to new ideas, to culturally diverse people, and to innovation and change - publisher information regarding norm group diversity is discussed. The impact of Gc with diverse learners and its affect on intelligence is discussed in Collaborate sessions. Contemporary intelligence theories and Cross-Battery principles and technology are utilized in the course.
- Integrity, responsibility, diligence, and ethical behavior - Ethical test administration, re-administration and interpretation are emphasized in the course and Collaborate sessions.
- Service that enriches the community.

This course also supports the mission of the Human Services Department.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Commitment To Diversity: The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history.

b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society

c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

THECB Core Objectives/Outcomes

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills
  o To include effective development, interpretation and expression of ideas through written, oral and visual communication.
• Empirical and Quantitative Skills
  o To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
• Teamwork
  o To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Personal Responsibility
  o To include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility
  o To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:

CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
Provider Responsibilities
1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.
1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice
Partnerships for Clinical Preparation
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry,
preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

**Clinical Educators**

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

**Clinical Experiences**

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

**Standard 3: Candidate Quality, Recruitment, and Selectivity**

**Plan for Recruitment of Diverse Candidates who Meet Employment Needs**

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

**Admission Standards Indicate That Candidates Have High Academic Achievement And Ability**

3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition. Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

*[Board amendment adopted February 13, 2015]* CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria
other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

**Additional Selectivity Factors**

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

**Selectivity During Preparation**

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

**Selection At Completion**

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

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**Standard 4: Program Impact**

**Impact on P-12 Student Learning and Development**

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

**Indicators of Teaching Effectiveness**

4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**Satisfaction of Employers**

4.3 The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

**Satisfaction of Completers**

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.
Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.
5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement
5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.
5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

**Key Elements**

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

**Key Elements**

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice

**Key Elements**

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
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.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to para-educators, tutors, and volunteers.

**Standard 7: Collaboration**

**Key Elements**

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**InTASC … Interstate Teacher Assessment and Support Consortium**

Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments
Standard 4: Content Knowledge
Standard 5: Application of Content
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration

**ISTE … International Society for Technology in Education**

Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in … digital tools and resources
   c. Promote student reflection using collaborative tools …
   d. Model collaborative knowledge construction by engaging … students

Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …

Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
   c. Communicate … using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools
Standard 4: Promote and model digital citizenship and responsibility
   a. Advocate … use of digital information and technology …
   b. Address diverse need of all learners … using digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions …
   d. Develop and model cultural understanding and global awareness … using digital age
      communication and collaboration tools

Standard 5: Engage in professional growth and leadership
   a. Participate in local and global learning … explore creative applications of technology …
   b. Exhibit leadership by demonstrating a vision of technology infusion …
   c. Evaluate and reflect on current research and professional practice …
   d. Contribute to … teaching profession … school and community

SBEC/TExES … State Board of Educator Certification and Texas
Domain I - Understanding Individuals with Disabilities and Evaluating Their Needs
Domain II - Promoting Student Learning and Development
Domain III - Promoting Student Achievement in English Language Arts and
   Reading and in Mathematics
Domain IV- Foundations and Professional Roles and Responsibilities

Course Coordination with the Special Education EC-12 TExES Domains and Competencies
This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12
Special Education teachers coincides with the College of Education’s mission to provide candidates with
a foundation for success in teaching and the COE’s goal of academic excellence in candidate content
knowledge.

Program Learning Outcomes:

Initial teacher certification candidates will complete the Behavior Change Project as part of our
program’s accreditation. Additionally, candidates will demonstrate content and professional knowledge
in each of the four domains measured by TExES #161 certification exam:

- Domain I: Understanding Individuals with Disabilities and Evaluating their Needs
- Domain II: Promoting Student Learning and Development
- Domain III: Promoting Student Achievement in English Language Arts, Reading, and
  Mathematics, Foundations
- Domain IV: Professional Roles and Responsibilities

Student Learning Outcomes / Objectives:

TExES standard and competency numbers are included in this section. This information may be
accessed in its entirety by copying and pasting the following URL into a web browser:
tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381
1. Define emotional disturbance/behavior disorders and list the reasons for the various labels for children and youth who demonstrate inappropriate behavior. Discuss the effect of behavior disorders in all life domains (CEC 1,4). TExES Standard 7.1k.
2. Define learning. Discuss the nature of learning and cognition and how learning is an active process (CEC 1).
3. Discuss the prevalence and incidence of behavior problems, as well as characteristics and causes (CEC 1).
4. Identify and discuss the purpose of informal methods of assessment of students with behavior disorders, including interviews, behavior rating scales, direct observation, and functional assessment (CEC 3,4). TExES Standard 5.2s, 5.9s.
5. List and identify the components of a complete behavioral objective. State the importance of using high standards and stringent criteria in order to ensure the highest quality of life potential for learners with disabilities (CEC 3,4). TExES Standard 6.9k
6. Specify behavioral principles and discuss techniques of applied behavior analysis for children and youth that support acquisition learning such as modeling, chaining, prompting, and fading, and to support maintenance and generalization of learning (CEC 5,6). TExES Standard 6.3k; TExES Standard 7.3k, 7.2s.
7. Develop a positive classroom management strategy to promote academic and social skills that is ready to implement in a classroom setting. Discuss the importance of a positive environment on learners feelings about themselves (CEC 5,6). TExES Standard 6.1k, 6.2k; TExES Standard 7.1s, 7.4s.
8. Recognize situations in which a learner’s social behavior necessitates the use of special instructional strategies. Further, describe methods to analyze and address maladaptive social behaviors that interfere with learning and to employ the least intrusive and appropriate behavior management (CEC 6). TExES Standard 7.6k, 7.3s.
9. Discuss self-management and its use in encouraging the learner’s sense of responsibility for their own achievement (CEC 4). TExES Standard 7.8k, 7.8s.
10. Specify important expectations, legal requirements, and ethical responsibilities affecting special education teachers and the use of behavioral strategies (CEC 1). TExES Standard 7.4k, 7.5k, 7.7s.

III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

Tests
4 tests of student acquisition of content will be given. Each test will consist of multiple choice, true-false, short answer, and short essay questions. Tests will be given during the allotted class time.
- Test 1 – Chapter 1, 2, 3 (CEC 1,3,4) (TExES 6.9k, 7.1k, 7.3k, 7.4k, 7.5k, 7.4s)
- Test 2 – Chapter 4, 5, 6 (CEC 4, 6) (TExES 5.2s, 5.9s, 6.3k, 7.6k)
- Test 3 – Chapter 8, 9, 10 (CEC 5 6) (TExES 6.2k, 6.3k, 7.1s, 7.2s, 7.3s)
- Test 4 – Chapter 11, 12, 7 (CEC 5, 6, 10) (TExES 6.2k, 7.8k, 7.2s, 7.3s, 7.4s, 7.6s, 7.7s)

Research Article Review
You will chose a research article to summarize using a specific format. The article review will be submitted to D2L via a dropbox. (CEC 1, 5, 6)
Behavior Change Project (BCP)
Students will plan and implement a behavior change project. You are to identify a problem behavior for another person in your environment. Then, you will define the behavior, identify the observational recording procedure, collect baseline, plan and implement an intervention, monitor progress and fade the intervention. **Results will be prepared in a Power Point format that will be submitted to a dropbox in D2L and via LiveText.** (TExES 5.2s, 5.9s, 7.1s, 7.2s, 7.3s)

Behavior Change Project Reflection
Students will think about how they will move towards self-monitoring of the behavior for their project. Students will think about unexpected events or obstacles that occurred while they were implementing your Behavior Change Project. Students will write a paper in APA format addressing and responding to reflective questions. **The reflection paper will be submitted to a dropbox in D2L and via LiveText.** (TExEX 7.6s)

Behavior Change Project Presentation
Students will present the results of the Behavior Change Project to class. Students will present their purpose, intervention, and graph (results). (TExES 5.2s, 5.9s, 7.1s, 7.2s, 7.3s)

Participation and attendance – Students are expected to attend and participate in class discussion. Points will be awarded or not based thereupon. Attendance will be taken by assignments turned in during class.

IV. EVALUATION AND ASSESSMENTS (GRADING):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (4x50 points each)</td>
<td>200</td>
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<tr>
<td>Research Article Review</td>
<td>25</td>
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<tr>
<td>Behavior Change Project*</td>
<td>100</td>
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<tr>
<td>Behavior Change Project Reflection Paper*</td>
<td>50</td>
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<tr>
<td>Project Presentation</td>
<td>15</td>
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<tr>
<td>Participation and attendance</td>
<td>10</td>
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<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
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*Submitted using LiveText

Grading: Grades determined using the following scale:

- A = 90% 360 – 400 points
- B = 80% 320 – 359 points
- C = 70% 280 – 319 points
- D = 60% 240 – 279 points
- F = <60% 239 or fewer points

**EXAM POLICY**

*Unit exams must be taken during the designated class period.* Failure to complete an exam may result in a zero grade. If a medical emergency occurs that prohibits completion of an exam, you must
provide written documentation from a physician, emergency room or hospital in order to make up the exam. Any exams taken late without proper documentation will result in a penalty of 20% subtracted from the exam grade. **However, the right to take a makeup exam is subject to instructor approval.**

V. Tentative Course Timeline

Sequence of Topics (tentative):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Reading</th>
<th>Assignments Due</th>
<th>Project Step Completed</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Syllabus and Introduction</td>
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<tr>
<td>8/29</td>
<td>Roots of ABA (Chapter 1)</td>
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<td>9/3</td>
<td>Chapter 1 (cont.)</td>
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<td>9/5</td>
<td>Responsible Use of ABA (Chapter 2)</td>
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<td>9/10</td>
<td>Chapter 2 (cont.)</td>
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<td>9/12</td>
<td>Preparing Behavioral Objectives (Chapter 3)</td>
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<td>9/17</td>
<td>Chapter 3 (cont.)</td>
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<tr>
<td>9/19</td>
<td>Test 1 (Chapters 1, 2, and 3)</td>
<td>Test 1</td>
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<td>9/24</td>
<td>Procedures for Collecting Data (Chapter 4)</td>
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<td>9/26</td>
<td>Graphing Data (Chapter 5)</td>
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<td>10/1</td>
<td>Chapter 5 (cont.)</td>
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<td>10/3</td>
<td>Single Subject Designs (Chapter 6)</td>
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<td>Chapter 6 (cont.)</td>
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<td>10/10</td>
<td>Test 2 (Chapters 4, 5, 6)</td>
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<td>10/15</td>
<td>Increasing Behavior (Chapter 8)</td>
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<td>10/17</td>
<td>Chapter 8 (cont.)</td>
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<td>Baseline Data</td>
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<td>10/22</td>
<td>Decreasing Behavior (Chapter 9)</td>
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<td>10/24</td>
<td>Chapter 9 (cont.)</td>
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<td>Research Article Due</td>
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<td>10/29</td>
<td>Differential Reinforcement (Chapter 10)</td>
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<td>Intervention Data</td>
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<td>10/31</td>
<td>Chapter 10 (cont.)</td>
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<td>11/5</td>
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<td>11/7</td>
<td>Library Day</td>
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<td>Work on research articles for BCP</td>
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<td>11/12</td>
<td>Generalization (Chapter 11)</td>
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<td>Chapter 11 (cont.)</td>
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<td>11/19</td>
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<td>11/21</td>
<td>Thanksgiving Break</td>
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<td>11/26</td>
<td>Self-Management (Chapter 12)</td>
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<td>Intervention Data</td>
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<td>11/28</td>
<td>Chapter 12 (cont.)</td>
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<td>12/3</td>
<td>Functional Assessment</td>
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<tr>
<td>12/5</td>
<td>Behavior Project Presentations</td>
<td>Presentations</td>
<td>Behavior Change Project Due</td>
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The instructor reserves the right to change the schedule. Every effort will be made to keep students advised of such changes. It is the responsibility of each student to know what changes, if any, have been made.

VI. Readings


**Required:** This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;

2. Instruction evaluation purposes; and

3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
**Class Attendance and excused Absence: Policy 6.7:**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

**Academic Accommodation for Students with Disabilities: Policy 6.1 & 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, (936) 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

**Academic Integrity**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

1. Submitting an assignment as if it were one’s own work when it is at least partly the work of another person
2. Submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or,

3. Incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFASU. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at: (936)-468-2703

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust,
shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.