Department of Human Services  
SPE 465.002 - Educational Programming for  
Students with Autism

**Instructor:** Summer Koltonski, Ph.D.  
**Office:** HSTC 313A  
**Office Phone:** 936-468-1215  
**Fax:** 936-468-5837  
**Course Time:** MW 1:00 – 2:15  
**Location:** ECRS 211  
**Credits:** 3 hours, graduate credit  
**Email:** Use D2L email within the SPE 465 course

**Office Hours:** M 10:30 a.m. – 1:00 p.m., W 10:30 a.m. – 1:00 p.m.  
Office hours may be virtual (email) or face-to-face. Please send an email to set up a face-to-face meeting during office hours. In addition, we can set up a meeting in Zoom. A link to the Zoom meeting room will be posted to the course homepage.

Emails from students will receive a response within 48 hours between Monday – Friday

**I. Course Description:**

Overview of etiology, research, characteristics, and program components related to children and youth with autism with a discussion of traditional and current causations with subsequent implications drawn for providing appropriate educational interventions. Educational Programming for Students with Autism is designed for pre-service teachers seeking Special Education certification. This course focuses on the characteristics, issues, content and methods appropriate for students with autism. Functional living and communication skills will be the primary emphasis. The prerequisite for this course is SPE 329.

**Justification:** SPED 4365 Educational Programming for Students with Autism (3 credits; face to face) spans 15 weeks. The course meets twice each week in 75-minute segments for 15 weeks and also meets for a 2-hour final examination. Students have significant weekly reading assignments. Students are expected to take tests and final examination. They are required to watch a movie about autism and complete a movie review. The students evaluate their sensory needs and work in a group to develop interventions to address sensory needs. The group will present to the class. Students write a social story and design a language curriculum for a child with autism. In addition, students complete a research paper on a subject related to the field of autism. These activities average about at a minimum 2 hours of work each week to prepare for outside of classroom hours.

**Livetext Language Assignment:** In this assignment, you will be given a case study and then design a language curriculum for a child with autism or other developmental disabilities. This instructional plan will give consideration to current communication skills and the potentiality that the child’s primary language is not English. Also, augmentative, alternative, and assistive technologies should be included in your plan. Finally, it is imperative that methods to monitor performance are included. Specific instructions on how to complete this project will be provided. This assignment is used to determine accreditation and accountability for the Special Education
program. **This project must be turned in using LiveText.**

This course is aligned with the mission of the College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. Our theme is "preparing professional educators who positively impact learning for all students". In the College of Education at Stephen F. Austin State University, we are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

Given the complexity of the teaching and learning process, this course enables students to be knowledgeable of multiple theories and teaching strategies. For more information see the [College of Education Conceptual Framework](#).

**II. Intended Learning Outcomes/Goals/Objectives (Programs/Student Learning Outcomes):**

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary to obtain certification as Special Education Teacher.

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community

This course is also designed to enable you to begin preparing for the TExES. In parentheses at the end of each of the following goals you will find reference to specific TExES standards. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office. In addition study guides may be accessed at www.texas.nesinc.com.

Given the complexity of the teaching and learning process, this course enables students to be knowledgeable of multiple ages, disabilities, theories and teaching strategies. For more information see the Perkins College of Education's [Conceptual Framework](#).

**THECB Core Objectives/Outcomes**
• Critical Thinking Skills
  o 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:
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.

**Standard 4: Program Impact**

**Impact on P-12 Student Learning and Development**
4.1 Using multiple measures, the provider documents that all 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 paraeducators, 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

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 content knowledge.

Program Learning Outcomes:

Council for Exceptional Children (CEC) Alignment:

- CEC Standard 1 – Foundations
- CEC Standard 4 – Instructional Strategies
- CEC Standard 5 – Learning Environments and Social Interactions
- CEC Standard 6 – Language
- CEC Standard 7 – Instructional Planning

1. Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities (CEC 1.1, 1.2).

2. Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC 2.1, 2.2, 2.3).

3. Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC 3.3).

4. Use multiple methods of assessment and data-sources in making educational decisions (CEC 4.1, 4.2, 4.3, 4.4).

5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7).
6. Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC 6.1, 6.2, 6.3, 6.4).

7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC 7.1, 7.2, 7.3).

**Student Learning Outcomes:**

Specifically, this course will enable you to:

1. Recognize and appreciate human diversity and examine your own beliefs and attitudes related to individuals with disabilities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).

2. Identify the types, characteristics, and etiology of learners with autism (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard IV, Standard V).

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, Promoting Student Learning and Development, Standard VII). Know Procedures for promoting the social skills and communication skills of students with autism.

4. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, Understanding Individuals with Disabilities and Evaluating Their Needs, Standard V).

5. Identify and comprehend procedures for managing the teaching and learning environment, including behavior management, daily routines and transitions (Domain II, Promoting Student Learning and Development, Standard VII).

6. Compare and contrast effective, proven, accepted, new and/or controversial strategies for the treatment of students with autism. These may include, but are not limited to: Applied Behavior Analysis, TEACCH, PECS, auditory and sensory stimulation, Medical as well as non-traditional treatments.

**III. Course Activities, Assignments, 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.

**Movie Review:** I think this is a very fun assignment!! I hope you do too! Rent one of the following autism related movies: Adam, Mozart and the whale, I am Sam, The Other Sister, Rainman, Molly, Temple Grandin, or Wretches & Jabbers. You will write a 200 word review of the movie. All of the main characters in these movies are either identified with an ASD or have
characteristics of individuals with ASD. Hopefully this is an assignment that you will enjoy! These are all my favorite movies! Go out, rent the movie, pop the popcorn, and enjoy. (ISTE 1.b, 1.c, 2.b, 2.d, 4.b; InTASC 2, 3)

**Sensory Issue Assignment**: Think about yourself and whether or not you have any particular sensory differences. We will discuss sensory issues in class. If you don't have one, think of a student with autism that you may have come in contact with who has some sensory differences. You will submit a description to dropbox of your sensory issues or a student’s sensory issues. (ISTE 1.b, 1.c, 2.d, 4.b; InTASC 1, 2)

**Sensory Issue Group Project**: You will work with a group to choose 1 sensory issue to discuss. You will design interventions and accommodations to address the sensory issues. You will present your sensory issues and interventions in a short powerpoint to the class. (ISTE 1.b, 2.a, 4.b; InTASC 2, 7, 8)

**Social Story**: After learning the structure for writing social stories, choose a student you know and social situation. You will then write a written or visual social story. You will submit your social story to dropbox. (ISTE 1.b, 2.b, 4.a, InTASC 2, 5, 7, 8; TExES 7.11k)

**Livetext Language Assignment**: In this assignment, you will be given a case study and then design a language curriculum for a child with autism or other developmental disabilities. This instructional plan will give consideration to current communication skills and the potentiality that the child’s primary language is not English. Also, augmentative, alternative, and assistive technologies should be included in your plan. Finally, it is imperative that methods to monitor performance are included. Specific instructions on how to complete this project will be provided. This assignment is used to determine accreditation and accountability for the Special Education program. This project must be turned in using LiveText and D2L. If you do not turn in the assignment on Livetext you will only be eligible to receive up to 50% of full credit. (ISTE 1.a, 1.c, 4.b; InTASC 1, 2, 3, 4, 5, 7, 8; TExES 7.11k)

**Course Evaluation Survey Participation**: Complete the course evaluation through the mySFA system.

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

**If you experience technical difficulties during a quiz or assignment in Desire 2 Learn**: If you experience a technical problem during a quiz attempt, you must notify the professor of the problem prior to the last class day. If the problem can be verified using the quiz log (that shows quiz entry time as well as the time that each question answer is saved), then the attempt can be reset. If you are having difficulty logging into D2L and cannot take the quiz online, then you must schedule a time to take the quiz in person prior to the last class day. If you have difficulty completing or uploading an assignment, you must email your assignment to your course instructor before the deadline.
IV. EVALUATION & ASSESSMENT (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3 x 50 pts, 1 x 30 pts)</td>
<td>180</td>
</tr>
<tr>
<td>Movie Review</td>
<td>25</td>
</tr>
<tr>
<td>Sensory Issues Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Sensory Issues Group Project</td>
<td>15</td>
</tr>
<tr>
<td>Social Story</td>
<td>25</td>
</tr>
<tr>
<td>Livetext Language Project</td>
<td>100</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>390</td>
</tr>
</tbody>
</table>

Grading scale  
A = 351-390 points  
B = 312-350 points  
C = 273-311 points  
D = 234-272 points  
F = fewer than 234 points

V. Tentative Course Timeline

Sequence of Topics (tentative):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>1/27</td>
<td>Chapter 1 cont.</td>
<td></td>
</tr>
<tr>
<td>1/29</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>2/3</td>
<td>Chapter 2 cont.</td>
<td>Movie Review due 2/10</td>
</tr>
<tr>
<td>2/5</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Chapter 3 cont.</td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>Test 1 (Chapters 1, 2, 3)</td>
<td>Test</td>
</tr>
<tr>
<td>2/17</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Chapter 4 cont.</td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Chapter 5</td>
<td>Personal Sensory Issue due 3/2</td>
</tr>
<tr>
<td>2/26</td>
<td>Chapter 5 cont.</td>
<td></td>
</tr>
<tr>
<td>3/2</td>
<td>Work on group project</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>Group Project Presentations</td>
<td>Project Presentation</td>
</tr>
<tr>
<td>3/9</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>3/11</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/16</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Chapter 6 cont.</td>
<td></td>
</tr>
<tr>
<td>3/23</td>
<td>Test 2 (Chapters 4,5,6)</td>
<td>Test</td>
</tr>
</tbody>
</table>
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 and recommended—including texts, websites, articles, etc.):


2. Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. NOTE: If you plan to use financial aid to purchase this account, you must do so by the dates set by the Office of Financial Aid.

Required: This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark 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/.

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](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/](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.texes.ets.org/registrationBulletin/](http://www.texes.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.