Department of Human Services  
SPE 565.501 (SPED 5365)  
Individual Academic Assessment

**Instructor:** Summer Koltonski, Ph.D.  
**Office:** HSTC 313A  
**Office Phone:** 936-468-1215  
**Fax:** 936-468-5837  

**Course Time & Location:** 100% online in D2L  
**Credits:** 3 hours, graduate credit  
**Email:** Use D2L email within the SPE 565 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

**Prerequisites:** None

I. **Course Description:** Overview of etiology, research, characteristics, and program components related to children and youth with autism. Discussion of traditional and current causations with subsequent implications drawn for providing appropriate educational interventions. This course focuses on the characteristics, issues, content and methods appropriate for teaching students with autism.

**Course Justification:** SPE 565 Characteristics and Interventions for Students with Autism (3 credits; fully online) spans 15 weeks. The course contains extensive written content requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts. This course focuses on programming and interventions for students with autism spectrum disorders (ASD). Key concepts include the historical concepts of ASD, etiology and evidence-based practices (EBP) for intervention. EBPs include, antecedent based interventions, social narratives, the use of visuals and routines, as well as the use of applied behavior analysis. This class teaches autism across the lifespan. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

II. **Intended Learning Outcomes/Goals/Objectives**

A. **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 assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed:  
B. 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. James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/.

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.

C. THECB: Elements of the Core Curriculum

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

Program Learning Outcomes:

Program Learning Outcomes: Council for Exceptional Children (CEC)

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 the student to:

1. Recognize and appreciate human diversity and examine his/her own beliefs and attitudes related to individuals with disabilities (Domain I, CEC 2,5).

2. Identify the types, characteristics, and etiology of learners with autism (Domain I, CEC 2, 5).

3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, CEC 5). Recognize and understand 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, CEC 2).

5. Identify and comprehend procedures for managing the teaching and learning environment, including behavior management, daily routines and transitions (Domain II, CEC 7).

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, and medical as well as nontraditional treatments and facilitated communication.

**Standards Addressed:**

**CAEP … Council for the Accreditation of Educator Preparation**

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

**CEC … Council for Exceptional Children**

- Standard 1: Learner Development & Individual Learning Differences
Program Learning Outcomes: Council for Exceptional Children (CEC)

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).
Educational Diagnostician Certificate Standards:

**Standard I.** The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

(1) The beginning educational diagnostician knows and understands:
   a. state and federal regulations relevant to the role of the educational diagnostician;
   b. laws and legal issues related to the assessment and evaluation of individuals with educational needs;
   c. models, theories, and philosophies that provide the basis for special education evaluations;
   d. issues, assurances, and due process rights related to evaluation, eligibility, and placement within a continuum of services; and
   e. rights and responsibilities of parents/guardians, schools, students, and teachers and other professionals in relation to individual learning needs.

(2) The beginning educational diagnostician is able to:
   a. articulate the purpose of evaluation procedures and their relationship to educational programming; and
   b. conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.

**Standard II.** The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

(1) The beginning educational diagnostician knows and understands:
   a. ethical practices regarding procedural safeguards (e.g., confidentiality issues, informed consent) for individuals with disabilities;
   b. ethical practices related to assessment and evaluation;
   c. qualifications necessary to administer and interpret various instruments and procedures; and
   d. organizations and publications relevant to the field of educational diagnosis.

(2) The beginning educational diagnostician is able to:
   a. demonstrate commitment to developing quality educational opportunities appropriate for individuals with disabilities;
   b. demonstrate positive regard for the culture, gender, and personal beliefs of individual students;
   c. promote and maintain a high level of competence and integrity in the practice of the profession;
   d. exercise objective professional judgment in the practice of the profession;
   e. engage in professional activities that benefit individuals with exceptional learning needs, their families, and/or colleagues;
   f. comply with local, state, and federal monitoring and evaluation requirements;
   g. use copyrighted educational materials in an ethical manner; and
   h. participate in the activities of professional organizations in the field of educational diagnosis.

**Standard III.** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

(1) The beginning educational diagnostician knows and understands:
   a. strategies for promoting effective communication and collaboration with others, including parents/guardians and school and community personnel, in a culturally responsive manner;
   b. concerns of parents/guardians of individuals with exceptional learning needs and appropriate
strategies to help parents/guardians address these concerns;
c. strategies for developing educational programs for individuals through collaboration with team members;
d. roles of individuals with disabilities, parents/caregivers, teachers, and other school and community personnel in planning educational programs for individuals; and
e. family systems and the role of families in supporting student development and educational progress.

(2) The beginning educational diagnostician is able to:

a. use collaborative strategies in working with individuals with disabilities, parents/caregivers, and school and community personnel in various learning environments;
b. communicate and consult effectively with individuals, parents/guardians, teachers, and other school and community personnel;
c. foster respectful and beneficial relationships between families and education professionals;
d. encourage and assist individuals with disabilities and their families to become active participants in the educational team;
e. plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers;
f. collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments;
g. communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities;
h. use appropriate communication skills to report and interpret assessment and evaluation results;
i. provide assistance to others who collect informal and observational data;
j. effectively communicate to parents/guardians and professionals the purposes, methods, findings, and implications of assessments; and
k. keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g., admission, review, and dismissal/individualized education program (ARD/IEP) meetings, parent/guardian communications and notifications).

Standard IV. The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

(1) The beginning educational diagnostician knows and understands:

a. the characteristics, needs, and rights of individual students in relation to assessment and evaluation for placement within a continuum of services;
b. the relationship between evaluation and placement decisions; and
c. the role of team members, including the student when appropriate, in planning an individualized program.

(2) The beginning educational diagnostician is able to:

a. use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
b. interpret and use assessment and evaluation data for targeted instruction and ongoing review; and
c. assist in identifying realistic expectations for educationally relevant behavior (e.g., vocational, functional, academic, social) in various settings.

Standard V. The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

(1) The beginning educational diagnostician knows and understands:
a. characteristics of individuals with disabilities, including those with different levels of severity and with multiple disabilities;
b. educational implications of various disabilities; and
c. the variation in ability exhibited by individuals with particular types of disabilities.

(2) The beginning educational diagnostician is able to:

a. access information on the cognitive, communicative, physical, social, and emotional characteristics of individuals with disabilities;
b. gather background information regarding the academic, medical, and family history of individuals with disabilities; and
c. use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.

Standard VI. The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

(1) The beginning educational diagnostician knows and understands

a. basic terminology used in assessment and evaluation;
b. standards for test reliability;
c. standards for test validity;
d. procedures used in standardizing assessment instruments;
e. possible sources of test error;
f. the meaning and use of basic statistical concepts used in assessment and evaluation (e.g., standard error of measurement, mean, standard deviation);
g. uses and limitations of each type of assessment instrument;
h. uses and limitations of various types of assessment data;
i. procedures for screening, pre-referral, referral, and eligibility;
j. the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines);
k. the necessity of monitoring the progress of individuals with disabilities;
l. methods of academic and nonacademic (e.g., vocational, developmental, assistive technology) assessment and evaluation; and
m. methods of motor skills assessment.

(2) The beginning educational diagnostician is able to:

a. collaborate with families and other professionals in the assessment and evaluation of individuals with disabilities;
b. select and use assessment and evaluation materials based on technical quality and individual student needs;
c. score assessment and evaluation instruments accurately;
d. create and maintain assessment reports;
e. select or modify assessment procedures to ensure nonbiased results;
f. use a variety of observation techniques;
g. assess and interpret information using formal/informal instruments and procedures in the areas of cognitive/adaptive behavior and academic skills;
h. determine the need for further assessment in the areas of language skills, physical skills, social/emotional behavior, and assistive technology;
i. determine a student's needs in various curricular areas, and make intervention, instructional, and transition planning recommendations based on assessment and evaluation results;
j. make recommendations based on assessment and evaluation results;
k. prepare assessment reports; and
l. use performance data and information from teachers, other professionals, individuals with disabilities, and parents/guardians to make or suggest appropriate modifications and/or
accommodations within learning environments.

**Standard VII.** The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

(1) The beginning educational diagnostician knows and understands:

a. issues related to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
b. characteristics and effects of the cultural and environmental backgrounds of students and their families, including cultural and linguistic diversity, socioeconomic diversity, abuse/neglect, and substance abuse;
c. issues related to the representation in special education of populations that are culturally and linguistically diverse;
d. ways in which diversity may affect evaluation; and
e. strategies that are responsive to the diverse backgrounds and particular disabilities of individuals in relation to evaluation, programming, and placement.

(2) The beginning educational diagnostician is able to:

a. apply knowledge of cultural and linguistic factors to make appropriate evaluation decisions and instructional recommendations for individuals with disabilities; and
b. recognize how student diversity and particular disabilities may affect evaluation, programming, and placement, and use procedures that ensure nonbiased results.

**Standard VIII.** The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

(1) The beginning educational diagnostician knows and understands:

a. time-management strategies and systems appropriate for various educational situations and environments;
b. legal and regulatory timelines, schedules, deadlines, and reporting requirements; and
c. methods for organizing, maintaining, accessing, and storing records and information.

(2) The beginning educational diagnostician is able to:

a. select, adapt, or design forms to facilitate planning, scheduling, and time management;
b. maintain eligibility folders; and
c. use technology appropriately to organize information and schedules.

**Standard IX.** The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

(1) The beginning educational diagnostician knows and understands:

a. requirements and procedures for functional behavioral assessment, manifestation determination review, and behavioral intervention plans;
b. applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavioral intervention plans for individuals with disabilities;
c. ethical considerations inherent in behavior interventions;
d. teacher attitudes and behaviors that influence the behavior of individuals with disabilities;
e. social skills needed for school, home, community, and work environments;
f. strategies for crisis prevention, intervention, and management;
g. strategies for preparing individuals to live productively in a multiclass, multiethnic, multicultural, and multinational world; and
h. key concepts in behavior intervention (e.g., least intrusive accommodations/ modifications within the learning environment, reasonable expectations for social behavior, social skills curricula, cognitive behavioral strategies).

(2) The beginning educational diagnostician is able to:

a. conduct functional behavioral assessments;
b. assist in the development of behavioral intervention plans; and
c. participate in manifestation determination review.

Standard X. The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

(1) The beginning educational diagnostician knows and understands:

a. instructional strategies, technology tools and applications, and curriculum materials for students with disabilities within the continuum of services;
b. varied learning styles of individuals with disabilities;
c. curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional skills for individuals with disabilities;
d. techniques for modifying instructional methods and materials for individuals with disabilities;
e. functional skills instruction relevant to transitioning across environments (e.g., preschool to elementary school, school to work);
f. supports needed for integration into various program placements; and
g. individualized assessment strategies for instruction (e.g., authentic assessment, contextual assessment, curriculum-based assessment).

(2) The beginning educational diagnostician is able to:

a. interpret and use assessment and evaluation data for instructional planning; and use assessment and evaluation, planning, and management procedures that are appropriate in relation to student needs and the instructional environment.

Course Objectives/Student Learning Outcomes:
Specifically, this course will enable the student to:
1. Recognize and appreciate human diversity and examine his/her own beliefs and attitudes related to individuals with disabilities (Domain I, CEC 2,5).
2. Identify the types, characteristics, and etiology of learners with autism (Domain I, CEC 2, 5).
3. Identify the effects of the above impairments on normal cognitive, social, motor, language, and affective development (Domain II, CEC 3,5). Recognize and understand procedures for promoting the social skills and communication skills of students with autism.
4. Identify major individuals and concepts in the development of special education (Domain IV, CEC 1)
5. Identify, understand, and comprehend the Individuals with Disabilities Education Act (IDEA) and other federal laws that affect persons with disabilities (Domain IV, CEC 1,2)
6. Identify appropriate assessment procedures, instructional arrangements, programming options and curricular modifications for students with exceptionalities (Domain I, CEC 5).
7. Develop a Standards-based Individual Educational Plan (IEP) based on a case study of a public school student with special needs. Candidate’s acquisition of these Student Learning Objectives (SLOs) will be assessed by weekly assignments and by completing the Individualized Education Plan Project submitted in LiveText.

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
• The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, email, discussion boards, technology apps for smart phones, iPads, Androids, website software products, and Collaborate chat. Assessment of course content will be conducted via scheduled online quizzes, discussion postings, projects, writing assignments, and mastery exams for teacher certification students. You will need access to a computer and technology that has the following components: Webcam/microphone, Microsoft Word, smart phone or digital computer for taking pictures of assignments scanning/printing, capability to submit assignments.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology

Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>There are 5 quizzes that cover material from the textbook. Chapter 9 Quiz is the Final Exam. Each quiz contains 10 questions. You will have 25 minutes to complete the quiz and you will be given 2 attempts. Missed Quizzes: You should take the quiz during the week each chapter is assigned in the course. There is no loss of points for quizzes submitted late. Therefore, no make-up quizzes will be necessary. All quiz attempts must be submitted by May 7 at 11:59 p.m. If you experience a medical emergency during the final week of the semester, you will only be given a chance to make up the quiz for the chapter covered during your medical emergency. Make-up must be completed within one week of the emergency. Any medical emergency must be documented in order to make up a quiz.</td>
<td>150</td>
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<td>Discussions</td>
<td>There will be a total of 7 discussions. Read the initial topic and then post your thoughts concerning that topic. You will then view two of your peers’ posts and comment back to them. You will not be able to see peers’ messages until after you have posted on the board. You must thoroughly answer the questions for each discussion to earn points. Discussions will close on the Sunday of each week assigned. Missed discussions cannot be made up without documentation of a medical emergency and will result in a grade of zero for that discussion.</td>
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<tr>
<td>Assignment</td>
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<td>Dropbox Assignments</td>
<td>Follow assignment requests posted directly to your modules.</td>
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<td><strong>Late Assignments:</strong> Those who fail to submit the assignment by the due date will be notified on the next class day. Assignments that are turned in late will receive up to 80% of the total points available for seven days. Assignments will not be accepted more than seven days past the original due date and will result in a grade of zero.</td>
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<tr>
<td>Movie Review</td>
<td>You will watch a movie about autism and write a movie review. You will post your review to the discussion board and to the dropbox</td>
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<tr>
<td>Research Paper</td>
<td>You will be required to write a research paper about an evidence-based practice.</td>
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<tr>
<td>Language Project</td>
<td>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.</td>
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<td>Total Points</td>
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<td>535</td>
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**Grading Scale:**

- **A** = 90% of all possible points
- **B** = 80% of all possible points
- **C** = 70% of all possible points
- **D** = 60% of all possible points
- **F** = 59% or less of all possible points

V. Tentative Course Timeline

**Spring 2020**

**IMPORTANT:** For this class, our "week" always starts on Monday. Assignments for each week are due on Sunday by 11:59 pm.

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<tr>
<th>Week 1</th>
<th>Jan. 15 – Jan. 19</th>
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<tr>
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<td>“Getting Started”</td>
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<tr>
<td></td>
<td>• Obtain textbook and review Syllabus.</td>
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<td>• Complete GETTING STARTED Module</td>
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<td>• Discussion: Student Introduction</td>
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<td>Week 2</td>
<td>Jan. 20 – Jan. 26</td>
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<td>Module 1: Chapter 1 Classification and the Physiological Approach &amp; Chapter 2 Assessment</td>
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<td>• Discussion: Vaccinations</td>
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<th>Week 3</th>
<th>Jan. 27 – Feb. 2</th>
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<td>Module 1 Cont.</td>
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<tr>
<td>• Dropbox: M-Chat Assessment</td>
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<td>• Chapter 1 &amp; 2 Quiz</td>
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<th>Week 4</th>
<th>Feb. 3 – Feb. 9</th>
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<tr>
<td>Module 2: Chapter 3 Effective Implementation of Evidence-Based Practices &amp; Chapter 4 Applied Behavior Analysis: Key Concepts and Foundational Strategies</td>
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<td>• Discussion: Role of Coaching</td>
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<th>Week 5</th>
<th>Feb. 10 – Feb. 16</th>
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<tr>
<td>Module 2 Cont. Due Feb. 16</td>
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<tr>
<td>• Chapter 3 &amp; 4 Quiz</td>
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<tr>
<th>Week 6</th>
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<tr>
<td>Module 2 Cont. Due Feb. 23</td>
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<td>• Dropbox: 4 AFIRM Modules</td>
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<tr>
<th>Week 7</th>
<th>Feb. 24 – Mar. 1</th>
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<tr>
<td>Movie Review Due Mar. 1</td>
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<td>• Discussion: Movie Review</td>
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<td>• Dropbox: Movie Review</td>
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<tr>
<th>Week 8</th>
<th>Mar. 2 – Mar. 8</th>
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<tr>
<td>Research Paper due Mar. 8</td>
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<tr>
<th>Week 9</th>
<th>Mar. 9 – Mar. 15</th>
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<tr>
<td>Spring Break</td>
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<th>Week 10</th>
<th>Mar. 16 – Mar. 22</th>
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<tr>
<td>Module 3: Chapter 5 Applied Behavior Analysis: Principles in Practice &amp; Chapter 6 Developmental, Social-Relational, Transactional, and other Approaches</td>
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<tr>
<td>• Discussion: Antecedent Based Interventions</td>
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<th>Week 11</th>
<th>Mar. 23 – Mar. 29</th>
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<tr>
<td>Module 3 Cont. Due Mar. 29</td>
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<td>• Dropbox: ABC Data Sheets</td>
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<th>Week 12</th>
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<td>Module 4: Chapter 7 Focus on Communication &amp; Chapter 8 Building Social Skills and Social Relationships</td>
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<td>• Discussion: Communication System</td>
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<th>Week 13</th>
<th>Apr. 6 – Apr. 12</th>
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<td>Module 4 Cont.</td>
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<td>• Dropbox: Social Story</td>
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<td>• Chapter 7 &amp; 8 Quiz</td>
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<th>Week 14</th>
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<tr>
<td>Module 5: Chapter 5 Transition to Adulthood</td>
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<td>• Discussion: Adult &amp; Transition Programs</td>
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VI. Readings (Required)


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 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/.

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/). 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.