Department of Human Services  
SPE 539.501 (SPED 5339)  
Principles of Applied Behavior Analysis

**Instructor:** Dr. Nicole Letchworth  
**Office:** ECRS 209J  
**Office Phone:** 936-468-2034  
**Course Time & Location:** 100% online in D2L  
**Credits:** 3 hours  
**Email:** Use D2L email within the SPE 539 course

**Office Hours:** By Appointment

Office hours will be virtual. Please send an email to set up a meeting in Zoom.

**I. Course Description:** This course is designed to provide in-service special education teachers with information about the behavioral procedures associated with applied behavior analysis. Moreover, SPE 539 is a methods course and, as such, covers a range of topics to assist participants in planning and implementation of behavior analysis procedures. Objectives, requirements, and activities which address TExES competencies will have the specific competency addressed in bold. For additional TExES information, go to: [http://www.texas.nesinc.com](http://www.texas.nesinc.com)

**Course Justification:** SPE539/SPED 5339 Principles of Applied Behavior Analysis (3 credits; fully online) spans 4 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 the application of Applied Behavior Analysis (ABA) principles and strategies to encourage behavior change across settings. Students will collect and interpret data to drive decisions, and the implementation of function based interventions.

**Livetext Assignment:** Students will plan and implement a behavior change project. You are to identify a problem behavior for another person in your environment. Then, you will define the behavior, identify the observational recording procedure, collect baseline, plan and implement an intervention, monitor progress and fade the intervention. 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 posted to the dropbox in D2L.**

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**
  - 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.

**Standards Addressed:**

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

**Standard 1: Content and Pedagogical Knowledge**

**Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Provider Responsibilities**

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**Standard 2: Clinical Partnerships and Practice**

**Partnerships for Clinical Preparation**

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

**Clinical Educators**

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

**Clinical Experiences**

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

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

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

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

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

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.
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 individual 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.

**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.

**Key Elements**

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

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

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

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

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

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

- Standard 1: Facilitate and inspire student learning and creativity
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in … digital tools and resources
  - c. Promote student reflection using collaborative tools …
  - d. Model collaborative knowledge construction by engaging … students
Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …
Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
   c. Communicate … using a variety of digital age media and formats
   d. Model and facilitate effective use of current and emerging digital tools
Standard 4: Promote and model digital citizenship and responsibility
   a. Advocate … use of digital information and technology …
   b. Address diverse need of all learners … using digital tools and resources
   c. Promote and model digital etiquette and responsible social interactions …
   d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools
Standard 5: Engage in professional growth and leadership
   a. Participate in local and global learning … explore creative applications of technology …
   b. Exhibit leadership by demonstrating a vision of technology infusion …
   c. Evaluate and reflect on current research and professional practice …
   d. Contribute to … teaching profession … school and community

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

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

Program Learning Outcomes:

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

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

Student Learning Outcomes / Objectives:

1. Upon completion of this course students will be able to:
   a. Research studies and define emotional disturbance/behavior disorders in students with exceptionalities who demonstrate inappropriate behavior in order to respond to their needs and provide meaningful evidence-based instructional strategies and challenging learning experiences for them. (CAEP 1.2,1.3,
b. Chart and graph data using technologies to support instructional assessment, planning, and delivery of behavioral interventions for students with exceptionalities and use technologies to prepare feedback to guide the students, teachers, and family members in making decisions for working toward quality learning and performance. (INTASC 6,9,10)(CEC 4.0, 4.2, 4.3, 4.4, 5.0, 5.2) (ISTE 1,2,3,4,5) (SBEC 161 Domains II, IV)

c. Discuss the prevalence and incidence of behavior problems, as well as characteristics and theories regarding developmental, cognitive, and behavioral causes (INTASC 2, 7)(CEC 1.0, 1.1, 1.2)(SBEC 161 Domain I)

d. Identify and discuss the purpose of multiple methods of technically sound formal and informal assessment of students with behavior-related exceptionalities, including collaborative interviews, behavior rating scales, direct observation, and functional assessment. (INTASC 6)(CEC 4.0,4.1)(ISTE 1,2,3)(SBEC 161 Domains I, II)

e. List and identify the components of a complete behavioral objective. State the importance of using knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities. (INTASC 6)(CEC 4.0,4.2) (SBEC 161 Domains I, IV)

f. Specify behavioral principles and discuss techniques such as modeling, chaining, prompting, and fading from applied behavior analysis for children and youth that support acquisition learning and to support maintenance, generalization, and mastery of learning for students with exceptionalities. (INTASC 8)(CEC 5.0,5.6) (SBEC 161 Domains I, II)

g. Develop a positive classroom management strategy that is safe, inclusive, and culturally responsive to promote academic and social skills that is ready to implement in a classroom setting. Discuss the importance of positive motivational and instructional interventions to support students with exceptionalities in adapting to different environments. (INTASC 3,9)(CEC 2.0, 2.1, 2.2) (SBEC 161 Domain IV)

h. Recognize situations and crises in which a student’s social behavior necessitates the use of special instructional strategies. Further, describe methods to analyze and intervene safely when maladaptive social behaviors interfere with learning and to employ the least intrusive and appropriate behavior management (INTASC 2)(CEC 2.0, 2.3) (SBEC 161 Domains I, IV)

i. Discuss self-management and its use in encouraging students with exceptionalities to become effective learners who develop emotional well-being, positive social interactions, and self-determination through a sense of responsibility for their own achievements. (INTASC 3)(CEC 2.0,2.2, 5.0, 5.7, 7.0, 7.3)(SBEC 161 Domain II)

j. Specify important professional practice standards, legal requirements, and ethical responsibilities affecting special education teachers and the use of behavioral strategies. Discuss that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (INTASC 9)(CEC 6.0,6.1,6.2, 6.3)(SBEC 161 Domain IV)

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

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, service learning, and chats with the instructor. Assessment of course content will be conducted via scheduled online quizzes, exams, a service learning field experience, and a Behavior Change Project.

It is recommended that you log in to this course every day, since it's a 4 week summer course that will move quickly! There are readings and assignments every day of the week during summer session, and you must devote adequate time each week to these activities in order to stay "on schedule" and be successful in this class. You may need to devote about 15 hours a week to read and complete assignments during summer school.

Assignment Requirements:
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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>Students are required to attend and be involved with all scheduled weekly sessions. The entire course will be unlocked. <strong>Assignments are due the Sunday of the week they are listed in the course timeline.</strong> Late work will be considered on an emergency basis.</td>
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| Quizzes                            | **Course Responsibility Quiz:** You must pass the Course Responsibility Quiz with 100% before the other quizzes are opened.  
• There will be 7 on-line quizzes each 10 questions. Each quiz has a time limit of 30 minutes. You have 2 attempts, and your final grade will be the average of the two attempts. If you have a technical difficulty during the quiz please email me.  
• Final Exam: Your Final Exam is the quiz covering Chps. 10, 11, and 12.  
• (PLO-I,II,III,IV; SLO-1-7,8-12; CAEP 1,2,3,4,5; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7; InTasc 1,3,4,6,8,9,10) | 240    |
| Discussions                        | • There will be a total of 5 discussions. Read the initial topic and then post your thoughts concerning that topic.  
• You will then view peers' responses and you will comment back to them.  
• Your assignment is not just to find nice things to say, but more specifically, respond with constructive directions. | 50     |
| Article Reviews                    | Each student will write two article reviews that directly relate to his or her study of the characteristics of behavior and his/her particular behavior change project. You are to write a reflection of your readings. Topic choice will be left up to the students. Article review should follow the current APA style. | 50     |
| Behavior Change Project: PowerPoint| Students will plan and implement a behavior change project. You are to identify a problem behavior for another person in your environment. Then, you will define the behavior, identify the observational recording procedure, collect baseline, plan and implement an intervention, monitor progress and fade the intervention. Results will be displayed in a PowerPoint format and posted to your Dropbox and Livetet. | 100    |
| Project Reflection Paper           | This paper will include your reflection concerning the success of your project. You will discuss a summary of results, project limitations, generalization and maintenance predictions, etc. The paper will be posted to Dropbox and Livetext. | 50     |
| Other Dropbox Assignments and Course Evaluation | Follow any other assignment requests posted directly to your modules and complete the course evaluation. | 100    |
| **TOTAL POINTS**                   | **590**                                                                                                                                                                                                     |        |

**Late Dropbox Assignments:** All late work, unless prior arrangements have been made, will have a 10% per day penalty deducted. After 10 days, the assignment will not be worth any points and will not be graded. In cases if extenuating circumstances, reach out to faculty prior to the due date with documentation of your situation.
Late Discussions: Discussions will close on the Sunday of each week assigned. Missed discussions cannot be made up and will result in a grade of zero for that discussion.

Missed Quizzes: You should take the quiz during the week each chapter is assigned in the course. There will be no make-up of missed quizzes without a medical emergency. Make-ups must be completed within one week of the emergency. Any medical emergency must be documented in order to make up a quiz.

IV. Evaluation & Assessment (Grading):

A = 90% of all possible points (495-550)  
B = 80% of all possible points (440-494)  
C = 70% of all possible points (385-439)  
D = 60% of all possible points (330-384)  
F = 59% (or less than) of all possible points (less than 330)

V. Tentative Course Timeline

Sequence of Topics (tentative):

**Summer I, SPE 539, 501**

**COURSE TIMELINE**

**IMPORTANT:** For this class, our "week" always starts on Monday (except week 1- starts on Tuesday). Assignments for each week are due on Sunday by 11:59 pm CST. Exception: Last week of class, work is due Friday, June 30th 11:59 pm CST.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Chapter Readings &amp; Activities ***</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Obtain textbook and review Syllabus!</td>
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<tr>
<td>May 30- June 4</td>
<td>GETTING STARTED MODULE …</td>
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<td>• Complete ALL activities in the Getting Started module, including Introduction and Syllabus/Course Responsibilities Quiz … (ISTE 1,4)</td>
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<td>• Post Your Introduction Bio in your Discussion Group … (ISTE 1,4)</td>
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**MODULE 1 Introduction**

• Read Chapter 1 … (CAEP 1)
• Take Chapter 1 Quiz … (CEC 1, InTASC 1,2, SBEC Domain I, IV)

***IMPORTANT***

Be thinking of a behavior you want to change in a student learner (spouse, friend, co-worker, child, neighbor etc…) for your Behavior Change Project (BCP). This person will be your student learner. You may NOT do this project on yourself.

**MODULE 2 Principles of Operant Conditioning**

• Read Chapter 2 … (CAEP 5)
• Take Chapter 2 Quiz … (CEC 1,6, InTASC 9, SBEC Domain IV)
• Dropbox: IRIS Module ABC Chart
• Discussion Post: Behavior Change Project (BCP): Topic and Objective
Week 2
June 5 – June 11

MODULE 3 Identifying Behaviors and FBAs
• Read Chapter 3 … (CAEP 1)
• Take Chapter 3 Quiz … (SBEC Domain I)
• Discussion Post: BCP Topic Elements/Components
• Dropbox: Behavioral Objectives

MODULE 4 … How to Ensure the Quality of Assessment
• Read Chapter 4
• Take Quiz … (CEC 4,5, InTASC 6,7)
• Dropbox Assignment: Submit to Dropbox a sample of the data collection/recording procedure that you will be using this semester to collect data. This will be in the form of a point sheet or chart you will use to collect your observation data on for your student learner. (CEC 1,5, InTASC 2,8, ISTE 2) ○ Your recording procedure will either be approved, or you will be requested to make corrections.
• BCP: If your objective has been approved, you need to start completing journal article research on your objective topic using the SFA library databases. (CEC 5,6, InTASC 8,9, ISTE 1)
• BCP: Begin observations for project. You will need to have at least 3 baseline measures. Baseline measures reflect the frequency of your targeted behavior objective before you started thinking about improving the behavior and completing this project

• Read “Graphic Display for Visual Inspection on pages 191-200 … (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)
• Submit your Practice Excel Sheet/Graph & your Baseline Sheet /Graph Assignment to Dropbox (… (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)

Look up articles for the article reviews that are due next week.

Continue observations for project. You will need to have at least 3 baseline measures on your Baseline Graph due this week … (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)

Week 3
June 12 – June 18

MODULE 5 … Interventions in Applied Settings and Functional Behavior Assessments
• Read Chapters 5 and 6
• Take Quiz 5 & 6 … (CEC 5, InTASC 8, SBEC Domain II)
• Dropbox Assignment: Complete Region 13 “Functional Behavior Assessment” workshop and submit certificate to dropbox.
• Discussion BCP Progress or Questions

CONTINUE RESEARCH: Utilize the SFA library in person or online to find two research-based interventions that are related to your project objective. You will need to incorporate some of the research-based interventions into your project along with your own ideas for intervention. Summarize the articles by following the summarization protocol in your module and describe how you will use suggested interventions in your project.

• Article 1: Article Review … Written Analysis Summary Due! Paper must follow Protocol in module Submit to Dropbox! … (CEC 5,6, InTASC 8,9, ISTE 3,5, Domain II,IV)

• There is a Dropbox titled BCP Check-In. Post your BCP here this week and I will give you feedback!
Week 4  
June 19 – June 25

MODULE 6: Positive and Negative Reinforcement
- Read Chapter 7
- Dropbox: Complete Region 13 Training and submit certificate
- Dropbox Assignment: Submit the METHOD you plan to use to Increase Behavior in your Behavior Change Project to your Dropbox. … (CEC 5, InTASC 8, SBEC Domain II)

MODULE 7: Punishment
- Read Chapter 8
Keep Working on your Final Behavior Change Project PowerPoint

MODULE 8: Extinction
- Read Chapter 9
- Dropbox Assignment: Complete Region 13 “Extinction” workshop and submit certificate to dropbox.
- BCP: Add your NEXT slide with Intersection of Baseline and Intervention Progress to Your BCP power point project! … (ISTE 2)
- Take Chapter 7, 8, 9 Quiz … (CAEP 1,2, CEC 5, InTASC 7,8, SBEC Domain II)
- Add your NEXT slide About Changes You Made during your project after viewing your data … (ISTE 4,5)
- Article 2: Article Review … Written Analysis Summary Due! Paper must follow Protocol in module Submit to Dropbox! … (CEC 5,6, InTASC 8,9, ISTE 3,5, Domain II,IV)
- KEEP WORKING ON YOUR PROJECT!!!! Keep working on your project and documenting your progress
- BCP: Add your Slide/Slides Narrative/Narratives explaining WHAT WORKED for your student learner and WHAT YOU WOULD DO DIFFERENT NEXT TIME … (CEC 6,7, InTASC 9,10, ISTE 3)
- BCP: Follow Behavior Change Project Slide Format to add any other slides required to power point.
***Put the finishing touches on your Behavior Change Project. Add pictures and/or videos. See Rubric for grading: this adds point values to your project.

Week 5  
June 26 – June 30

**NOTE THIS IS A FRIDAY**

MODULE 9: Generalization and Self Monitoring
- ***Behavior Change Project Due June 30***
- Read Chapter 10, 11 and 12
- Take Chapter 10, 11 and 12 Quiz
- Discussion: Generalization Discussion
- Dropbox Assignment: Complete the Iris Module “SOS:Helping Students Become Independent Learners” and submit assessment questions to Dropbox.
- Behavior Change Project Powerpoint and Reflection Paper are DUE by 11:59 pm on June 30, to Dropbox and ALSO submission of your Behavior Change Project Power Point and Reflection Paper into LiveText DUE by 11:59pm on June 30 (100 points/50 points) You will lose 50 points on your Project and 25 points on your Reflection paper if you do not submit your Project and Reflection Paper into LiveText!!
- COMPLETE and Submit Course Evaluation (Link will come to your TITAN email account) … (25 points)

VI. Readings ... Required Course Textbook

ISBN-10: 1577667808
**Required:** This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction Evaluation Purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement; therefore, your response is critical. In the College of Education, the course evaluation process as 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 [http://www.sfasu.edu/policies/](http://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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 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 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- 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, re-submission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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. 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 policy 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 Early Alert Program at SFA.

**Additional Information Specific to Educator Preparation**

**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/.

1. 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

2. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Acceptable Student Behavior
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 Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Course Alignment with Standards

<p>| SPE 539 | Asses #1 | Asses #2 | Asses #3 | Asses #4 | Asses #5 | Asses #6 | Asses #7 | Asses #8 | Asses #9 | Asses #10 | Asses #11 | Asses #12 | Asses #13 |</p>
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