I. COURSE DESCRIPTION:

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

Course Justification: SPE 4339 Introduction to Applied Behavior Analysis (3 credits; hybrid course) 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 provides an introduction to behavior, its philosophical background and concepts, as well as principles of Applied Behavior Analysis (ABA). A major focus of the course is the implementation of ABA principles and strategies to encourage behavior change across settings. Students will learn to utilize data to drive decisions, and the implementation of function based interventions.

Course Delivery Modality: 100% online in D2L

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

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education.

II. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Programs/Student Learning Outcomes):
COE Conceptual Framework: This course is in alignment with the COE Conceptual Framework. Specifically, this course's emphasis on assessing students with exceptional learning needs aligns with the College of Education's (COE) philosophy that educators must carefully observe the effects of their practices on students and continually collect and analyze objective data on the effects of their professional practices. The course further emphasizes the COE’s belief that assessment drives instructional decisions and practices. Web link where the COE Conceptual Framework can be accessed: http://coe.sfasu.edu/documents/ConceptualFramework.pdf/view?searchterm=concept

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

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 And Ability

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

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

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

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

Additional Selectivity Factors

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

Selectivity During Preparation

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

Selection At Completion

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

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

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

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

Indicators of Teaching Effectiveness

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

Satisfaction of Employers

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

Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation

5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.
5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3: Curricular Content Knowledge

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

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

Standard 4: Assessment
Key Elements

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

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

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

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

Standard 5: Instructional Planning & Strategies

Key Elements

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

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

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

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

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

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

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

Standard 6: Professional Learning & Ethical Practice

Key Elements

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

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

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

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

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

Standard 7: Collaboration

**Key Elements**

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

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

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

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

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Standard 4: Content Knowledge

Standard 5: Application of Content

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration

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

Standard 1: Facilitate and inspire student learning and creativity

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in … digital tools and resources

c. Promote student reflection using collaborative tools …

d. Model collaborative knowledge construction by engaging … students

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

Standard 3: Model digital age work and learning
a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
b. Collaborate … using digital tools …
c. Communicate … using a variety of digital age media and formats
d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility
a. Advocate … use of digital information and technology …
b. Address diverse need of all learners … using digital tools and resources
c. Promote and model digital etiquette and responsible social interactions …
d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

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

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

Course Coordination with the Special Education EC-12 TExES Domains and CompetenciesThis 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:
Student Learning Outcomes / Objectives:

TExES standard and competency numbers are included in this section. This information may be accessed in its entirety by copying and pasting the following URL into a web browser: tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769820381

1. Define emotional disturbance/behavior disorders and list the reasons for the various labels for children and youth who demonstrate inappropriate behavior. Discuss the effect of behavior disorders in all life domains (CEC 1,4). TExES 1.2s, 3.6s, 4.1k, 7.2k, 7.4s

2. Define learning. Discuss the nature of learning and cognition and how learning is an active process (CEC 1). TExES Standard 1.2k, 4.10k, 7.1k, 10.5s

3. Discuss the prevalence and incidence of behavior problems, as well as characteristics and causes (CEC 1). TExES 1.4k, 7.2k

4. Identify and discuss the purpose of informal methods of assessment of students with behavior disorders, including interviews, behavior rating scales, direct observation, and functional assessment (CEC 3,4). TExES Standard 1.5k, 5.8k, 5.9k, 5.2s, 5.9s, 5.10s, 6.4s, 6.13s, 7.12k, 10.3k

5. List and identify the components of a complete behavioral objective. State the importance of using high standards and stringent criteria in order to ensure the highest quality of life potential for learners with disabilities (CEC 3,4). TExES 3.2s, 5.8k, 6.9k

6. Specify behavioral principles and discuss techniques of applied behavior analysis for children and youth that support acquisition learning such as modeling, chaining, prompting, and fading, and to support maintenance and generalization of learning (CEC 5,6). TExES Standard 1.2s, TExES 2.3k, 4.9k, 5.8k, 6.3k, 7.3k, 7.6k, 7.12k, 7.1s, 7.2s, 7.4s, 7.7s, 10.10k, 10.1s, 10.7s

7. Develop a positive classroom management strategy to promote academic and social skills that is ready to implement in a classroom setting. Discuss the importance of a positive environment on learners feelings about themselves (CEC 5,6). TExES Standard 1.2s, 4.9k, 6.1k, 6.1s, 7.6k

8. Recognize situations in which a learner’s social behavior necessitates the use of special instructional strategies. Further, describe methods to analyze and address maladaptive social behaviors that interfere with learning and to employ the least intrusive and appropriate behavior management (CEC 6). TExES Standard 1.2s, 3.6s, 4.9k, 538k, 5.9k, 5.9s, 5.10s, 6.2k, 6.13s, 7.3s

9. Discuss self-management and its use in encouraging the learner’s sense of responsibility for their own achievement (CEC 4). TExES Standard 2.3s, 4.10k, 6.7s, 6.10s, 7.8k, 7.9k, 7.4s, 7.5s, 7.6s, 7.7s, 10.7s, 10.8s

10. Specify important expectations, legal requirements, and ethical responsibilities affecting special education teachers and the use of behavioral strategies (CEC 1). TExES Standard 2.5k, 3.6s, 6.15s, 7.1k, 7.4k, 7.5k
III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

The format for this course includes online lectures, group activities or discussions, scheduled assignments with deadlines, offline reading assignments, online reading and participation through discussions, chat, and/or collaborate. Performance will be assessed through graded assignments and/or discussions as well as scheduled online quizzes and exams. The BCP Project assigned in this course must be submitted in LiveText, and is a critical assignment related to accreditation and accountability.

This course is designed for students who are independent learners and who are well organized, and motivated to stay on schedule and complete all requirements online through D2L. Students MUST have access to a reliable computer and Internet connection as well as adequate computer skills. **If computer or connectivity problems are experienced during the semester, you may need to drop the class - check the SFA calendar for the last day to drop without withdrawing from the University.**

Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Students are required to attend and be involved with all scheduled weekly sessions. Assignments are due the Sunday of the week they are listed in the course timeline. Late work will be considered on an emergency basis. Lectures and powerpoint slides will be posted at the beginning of each week.</td>
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<tr>
<td><strong>Quizzes</strong></td>
<td>There is a course responsibility quiz (10pts). (ISTE 1,4) <strong>You must complete the Course Responsibility Quiz before you can have access to the quizzes.</strong> There are 10 quizzes worth 30 points each. Each quiz has 15 questions. You will have 25 minutes to complete the quiz. You will also have a one minute grace period before the quiz closes. You may take the quiz two times. Your final score for the quiz will be your highest attempt score. Quizzes will open the week the module opens, all quizzes are due Dec. 9. However, it is highly encouraged you take the quiz the week the content is covered in the course. (CAEP 1, 2 CEC 1, 2, 4, 5, 6 InTASC 1, 2, 3, 6, 7, 8, 9 ISTE 1 SBEC Domain I, II, IV TExES S 5.2s, 5.9s, 6.2k, 6.3k, 6.9k, 7.1k, 7.3k, 7.4k, 7.5k, 7.4s, 7.6k, 7.8k, 7.1s, 7.2s, 7.3s, 7.4s, 7.7s)</td>
<td>310</td>
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<tr>
<td><strong>Exam</strong></td>
<td>You will have a Final Exam that covers the ABA vocabulary discussed throughout the semester. There will be 25 questions. A review will be posted. You will have 35 minutes to complete the quiz. You will also have a one-minute grace period before the quiz closes. You may take the quiz two times. Your final score for the quiz will be your highest attempt score.</td>
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<td>Quizzes must be taken during a designated time period, as indicated on the course timeline.</td>
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<td><strong>Discussions</strong></td>
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<td>• Attendance and participation will be required through discussions and a Group Zoom Meeting. These will occur throughout the semester. First you will be asked to complete an independent activity. Then you will post a discussion board message and respond to peers’ posted messages. 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. (CEC 2, 7 InTASC 3, 5, 10 ISTE 1, 2, 4, 5, SBEC Doman 1, II TExES 3.2s)</td>
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<tr>
<td><strong>Dropbox assignments</strong></td>
<td>Students will complete a variety of assignments that require submission to a dropbox in D2L. These assignments will require students to read a scenario or brief article and submit their analysis and thoughts.</td>
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<td>Late Dropbox assignments, you may receive up to 80% of full credit if you submit a late dropbox assignment within a week of the due date.</td>
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<td>(CEC 1, 4 5, 6, InTASC 1, 2, 6, 8, 9, ISTE 1, 2, 3, 5 SBEC Domain I, II, IV TExES 3.3k, 4.2s, 4.3s, 5.12s, 10.9k)</td>
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<td><strong>Behavior Change Project (BCP)</strong></td>
<td>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. <strong>Results will be prepared in a Power Point format</strong></td>
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that will be submitted to a dropbox in D2L and via LiveText. (TExES 5.2s, 5.9s, 7.1s, 7.2s, 7.3s)

You must submit your BCP Project to Dropbox in D2L and Livetext. You will lost 50 points if you do not submit the BCP project to both D2L and Livetext.

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<tr>
<th>BCP Reflection Paper</th>
<th>Students will think about how they will move towards self-monitoring of the behavior for their project. Students will think about unexpected events or obstacles that occurred while they were implementing your Behavior Change Project. Students will write a paper in APA format addressing and responding to reflective questions. The reflection paper will be submitted to a dropbox in D2L and via LiveText. (TExEX 7.6s)</th>
<th>50</th>
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<tbody>
<tr>
<td>Article Reviews</td>
<td>You will summarize 2 articles that relates to your BCP. (50 pts each)</td>
<td>100</td>
</tr>
<tr>
<td>BCP Surveys</td>
<td>Students will complete a Pre and Post Project Survey</td>
<td>30</td>
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</tbody>
</table>
| Course Evaluation | 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:

  a. Course and program improvement, planning, and accreditation;
  b. Instruction evaluation purposes; and
  c. 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. | 15 |
| Total Points | | 895 |

**Late Dropbox Assignments:** Assignments that are turned in late will receive up to 80% of the
total points available for until the Sunday following the due date. Assignments will not be accepted more than seven days past the original due date and will result in a grade of zero.

Late Discussions: 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.

Quiz/Exam Policy: Online exams/quizzes must be taken during a designated time period, as indicated on the course timeline. Typically, you will have a span of several days in which to log in and complete the exam. The exams/quizzes are timed and you are expected to know the material and not rely on your book or notes during the exam. Failure to complete an online exam/quiz during the designated period may result in a zero grade. Forgetting to take an exam/quiz is NOT a valid excuse.

If you experience technical difficulty while taking an exam, notify me immediately (not the following week), as it may be possible for me to reset your attempt if it is still within the availability period. If a medical emergency occurs that prohibits completion of an exam, you must provide written documentation from a physician, emergency room or hospital in order to make up the exam (fax to 936-468-5837). Under other circumstances, makeup quizzes/exams may be taken within one week after the designated period, but a penalty of 5 points will be subtracted from the quiz/exam grade. However, the right to take a makeup quiz/exam is subject to instructor approval.

In order to be successful in this class, each student is expected to:

1. Complete D2L Student Support and Tutorials and Collaborate Quick Start for Students if you are a first time online student or if you are unfamiliar with Desire2Learn (D2L).

2. Check D2L email frequently during the week. Important messages and items of interest related to course content, assignments, and exams are posted in Announcements or emailed to students weekly. You don't have to go into the course to see if you have mail; when you have a new mail message, you will see the mail icon just below the course in your D2L list of courses.

3. Communicate with the instructor through D2L (In Mail, Create Message, Browse for Recipients, To: All Section Instructors). Email that is not sent through D2L will not be answered except under unusual circumstances, i.e., if D2L is unavailable. Do not expect to communicate with the instructor by telephone.

4. Plan to spend a minimum of 4-6 hours per week working on this course. Read chapter assignments prior to completing learning modules. Read ALL content pages and websites in each module as well as chapters in the textbook as assigned each week. This information will be covered in the online exams. Additional time will be spent on project activities.
5. **Complete weekly assignments and online exams.** An assignment is embedded within each learning module. Some are individual assignments, while others are group discussions. When assignments are graded you will be able to view them in Grades. **Please DO NOT EMAIL assignments, as they cannot be graded in email.**

6. **Contact the instructor immediately if you are having difficulty** through the Mail link on the Course Tools menu. If D2L is not available, you may email me koltonsksl@sfasu.edu. (you need to let me know). Class email is monitored frequently on weekdays and I make every effort to respond to students’ issues and concerns within 24 hours if at all possible. We all know that life can be unpredictable, so communication is very important!

IV: **Evaluation and Grading**

**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 Outline/Calendar: Summer 2024**

**IMPORTANT:** For this class, our "week" always starts on Monday. Most assignments for each week are due on Sunday by 11:59 pm, please note that some assignments are due during the week. See the course timeline below for specific due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: June 3 – June 9</td>
<td><strong>Getting Started Module</strong></td>
</tr>
<tr>
<td></td>
<td>• Obtain textbook and review Syllabus.</td>
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<tr>
<td></td>
<td>• Complete GETTING STARTED Module</td>
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<td></td>
<td>• <strong>Discussion:</strong> Student Introduction (Whole class)</td>
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<tr>
<td></td>
<td>• <strong>Quiz:</strong> Course Responsibility Quiz</td>
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<tr>
<td></td>
<td>• <strong>Behavior Change Project (BCP)</strong> Pre-Project Survey</td>
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<tr>
<td></td>
<td>Due</td>
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<tr>
<td></td>
<td>Module 1: Chapter 1 Roots of Applied Behavior Analysis</td>
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<tr>
<td></td>
<td>• <strong>BCP:</strong> Begin to think about a behavior you want to change in a student learner.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Dropbox Assignment:</strong> IRIS Module ABC Chart</td>
</tr>
<tr>
<td></td>
<td>• <strong>Quiz:</strong> Chapter 1 Quiz</td>
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<tr>
<td></td>
<td>Module 2: Chapter 2 Responsible Use of Applied Behavior Analysis Procedures</td>
</tr>
<tr>
<td></td>
<td>• <strong>Discussion:</strong> M2 Discussion: Ethical Use of ABA (Whole class)</td>
</tr>
<tr>
<td>Week</td>
<td>Modules</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
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</tbody>
</table>
| Week 2 | Module 3: Chapter 3 Preparing Behavioral Objectives                    | **Dropbox Assignment:** Behavioral Objectives for Douglas  
**Due June 12 Discussion:** BCP Topic & Objectives (Groups)  
**Quiz:** Chapter 3 Quiz  
Module 4: Chapter 4 Procedures for Collecting Data  
**Due June 13 Discussion:** Data Collection Procedure /Chart (Groups)  
**Quiz:** Chapter 4 Quiz |  
|        | Module 5: Chapter 5 Graphing Data & Chapter 6 Single-Subject Designs   | **Dropbox Assignment:** Practice Excel Graph  
**Quiz:** Chapter 5 & 6 Quiz |  
|        |                                                                        |                                                                                               |                                                                                               |                                              |
| Week 3 | Module 6: Chapter 7 Determining the Function of Behavior & Chapter 8 Arranging Consequences to Increase Behavior | **Due June 19 Discussion:** Function of Behavior and Intervention Method to Increase Behavior in BCP (Groups)  
**Quiz:** Chapter 7 & 8 Quiz  
**BCP:** Work on BCP  
Module 7: Journal Article Review, work on BCP  
**Dropbox Assignment:** Article Review #1  
**Dropbox Assignment:** Article Review #2 |  
|        | Module 8: Chapter 9 Arranging Consequences That Decrease Behavior      | **Discussion:** M8 Discussion: What is wrong with this situation? (Whole class)  
**Quiz:** Chp. 9 Quiz |  
|        |                                                                        |                                                                                               |                                                                                               |                                              |
| Week 4 | Module 9: Chapter 10 Differential Reinforcement: Antecedent Control and Shaping | **Dropbox Assignment:** AFIRM Module: Prompting  
**Dropbox Assignment:** BCP Check Up  
**Quiz:** Chp. 10 Quiz |  
|        | Module 10: Chapter 11 Providing Generalization of Behavior Change      | **Discussion:** M10 Discussion: Generalization (Groups)  
**Quiz:** Chp. 11 Quiz |  
|        |                                                                        |                                                                                               |                                                                                               |                                              |
Week 5:  July 1 – July 5

<table>
<thead>
<tr>
<th>Module 11:  Chapter 12 Teaching Students to Self-Manage Their Own Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiz:  Chp. 12 Quiz</td>
</tr>
<tr>
<td>• BCP and BCP Reflection Paper Due July 3 at 11:59 pm</td>
</tr>
<tr>
<td>You must submit to both D2L and Livetext. You will lose 50 points if you do not submit it to both your Dropbox and Livetext.</td>
</tr>
</tbody>
</table>

BCP Post Project Survey July 3

Final Exam

• Final Exam – ABA Vocabulary
You must submit your Final Exam by July 3 at 11:59 pm

*DISCLAIMER: This represents a "best" plan for the course; but, as with most plans, it is subject to change. Any changes in this timeline will be announced as necessary.

VI. Readings


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 Policy

**Institutional Absences (HOP 04-110)**

• An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of
the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

• Students with Disabilities
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, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

• Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

- **On-campus Resources:**
  
  o **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    
    [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    
    936.468.7249
    
    dos@sfasu.edu
  
  o SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    
    Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  
  o SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    
    Human Services Room 202 • 936-468-1041
  
  o **The Health and Wellness Hub** “The Hub”
    
    Location: corner of E. College and Raguet St.
    
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
    
    [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    
    936.468.4008
    
    thehub@sfasu.edu
  
  - **Crisis Resources:**
    
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

X: 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.
  - Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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

  - 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.

- 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
  - 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.

- 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 SFA.

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

XI: Other Relevant Course Information:

Syllabus Disclaimer:

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted in D2L. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus or course requirements need to be addressed by students when the syllabus is received.