

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Biology Date August 22, 2023

Course No. or Level 215 Title Introduction to Mapping and GIS

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites None

Enrollment expectation 12

Indicate any course for which this course is a (an)

modification None
(proposed change in course title, course description, course content or method of instruction)

substitute None
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate cross listed with GEOG 215
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Jason Doll

Department Chairperson's/Dean's Signature Vernon W. Bauer

Provost's Signature J. Elisa M.

Date of Implementation Fall 2024

Date of School/Department approval Oct. 2, 2023

Catalog description: Students learn to understand and utilize Geographic Information Sciences/Systems (GIS), which are used to visualize and analyze environmental, social, political, and/or economic phenomena for a location. The course explores GIS technologies through mapping software programs that students will use to collect, organize, manipulate, analyze, and display geographic data as maps. The course also explores issues of privacy and cybersecurity in the collection and publication of geographic information.

- Purpose:
1. **For Whom (generally?)** Environmental Science and Biology Majors
 2. **What should the course do for the student?**

In this class, we will (1) become familiar with the types of analytical tools and processes used in GIS technologies and ArcGIS (2) explore how data is collected and accessed by various GIS users and community stakeholders, (3) produce a series of maps that demonstrates how GIS can assist in the analysis of economic, social, political, and environmental issues, and (4) use critical reading, thinking, and writing skills to understand the benefits and limitations of using GIS and big data.

Teaching method planned: Three hours of lecture each week. Lectures will be a combination of PowerPoint and classroom activities. Classroom activities will include using GIS software to create maps and perform a variety of spatial analysis.

Textbook and/or materials planned (including electronic/multimedia):

GIS Commons E-text (<http://giscommons.org/>) and the **Essentials of Geographic Information Systems** textbook (https://saylordotorg.github.io/text_essentials-of-geographic-information-systems/). Occasionally, supplemental readings may also be posted to Blackboard.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see attached syllabi

This proposal was developed in collaboration with the Department of Political Science & Geography.

No additional faculty are needed for this course.

No additional equipment will be needed. The class will be offered in the Biology Department computer lab (MSB 220).

When completed, forward to the Office of the Provost.

DEPARTMENT OF BIOLOGY
FRANCIS MARION UNIVERSITY
ENVR 215: ENVIRONMENTAL GEOGRAPHY AND GIS
SPRING 2024

INSTRUCTOR	OFFICE HOURS	CLASS TIME
Dr. Drew Gower MSB 201F Drew.gower@fmarion.edu	*MWF 10:30-11:30 Or By Appointment* (please put "ENVR215" and your section in the subject line of your email)	T/Th 8:30-9:45 MSB 220

Textbook and Device Storage	There is no required textbook for purchase, but reading assignments WILL be available on the GIS Commons E-text (http://giscommons.org/) and the Essentials of Geographic Information Systems textbook (https://saylordotorg.github.io/text_essentials-of-geographic-information-systems/). Occasionally, supplemental readings may also be posted to Blackboard. It is your responsibility to check the Blackboard website regularly for reading and writing assignments. You must also purchase an external drive to save map work throughout the semester.
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Course Description	GIS technologies are increasingly useful in a variety of professional fields. Researchers, businesses, government agencies, and non-profit groups use GIS tools to visualize and analyze social, political, and economic phenomena for a location. GIS can answer where the best location for a new business is, how communities can adapt or respond to natural disasters, and how to encourage economic development for urban and rural environments. However, GIS also raises questions regarding privacy when a large amount of data is collected about populations and places without the express knowledge and consent of a community. In this class, students will become familiar with one of the most popular GIS software platforms, ArcGIS, while also learning to be critical of where and how data is used in GIS and similar technologies.
Learning Objectives	In this class, we will (1) become familiar with the types of analytical tools and processes used in GIS technologies and ArcGIS (2) explore how data is collected and accessed by various GIS users and community stakeholders, (3) produce a series of maps that demonstrates how GIS can assist in the analysis of economic, social, political, and environmental issues, and (4) use critical reading, thinking, and writing skills to understand the benefits and limitations of using GIS and big data.

Grading	Assessment	Points
	Attendance/Participation	50
	Quizzes (3@50)	150
	Maps (10@20)	200
	Story Map	100
	Story Map Reflection	50
	Total Points	550

Grading Scale	Percentage	Letter
	90-100	A
	86-89	B+
	80-85	B
	76-79	C+
	70-75	C
	66-69	D+
	60-65	D
	0-59	F

Please note that the FMU grading system states that an A grade indicates 'an achievement of distinction' (<http://catalogs.fmarion.edu/Cat0405/acad/acad7.htm>). Thus, do not expect an A for effort; to earn an A, you will need to go above and beyond rather than just doing the standard or normal.

COURSE ASSESSMENT DESCRIPTIONS

Attendance & Participation 50 pts	<ul style="list-style-type: none"> • Attendance is taken in class every day. • You are permitted 3 unexcused absences; therefore, use your misses wisely. • Points are deducted for every unexcused absence over the 3 allotted absences • To be excused, you must make every attempt to let the instructor know in advance if you will be missing a class. • Excuses that are provided at the end of the semester for classes that were previously missed will not be honored. • Students will also be assessed on their preparation and participation. Failure to contribute to discussion and/or in-class writing activities will result in a reduced grade. <p><u>Please note that FMU also has an attendance policy. Per FMU's policy, students will be allowed to miss a maximum of 4 (four) classes before being dropped from this class.</u></p>
Quizzes 150 pts/50 each	<ul style="list-style-type: none"> • Definition of Attendance: Arriving on time and staying in class for the entire duration of the class period. Students who arrive late or leave early and miss the in-class attendance check will not receive points for that day. You are encouraged to attend every lecture. • There will be 3 quizzes throughout the semester. • Each quiz is worth 50 points. • The quiz format may contain multiple-choice, short answer, or essay questions. • Make-up quizzes will only be given to those students who can provide a legitimate reason for missing the quiz. • All possible attempts should be made to complete the quiz on time, or to let the instructor know in advance if you have a conflict with a scheduled quiz.
Map Activities 200 pts/20 each	<ul style="list-style-type: none"> • Students will complete 10 mapping activities worth 20 points each. Each activity will ask students to apply a skill that is introduced in lecture. The mapping assignments, data to complete the projects, and instructions will be located on Blackboard. Activity due dates are in the course schedule below, and more information about how students will be graded can be found on blackboard.
Story Map and Reflection 150 pts	<ul style="list-style-type: none"> • Students will complete 1 ArcGIS Story Map project, to be submitted in several components throughout the semester. • Students will propose a question or problem they want to answer with GIS, and select the data they need to answer their proposed question • Students will then create a story map that attempts to visualize an answer to their question • Finally, students will complete a single, written reflection describing the process of making their Story Map. More details about the reflection will be discussed as the semester goes on.
<p>NOTE: THERE ARE NO EXTRA CREDIT OPPORTUNITIES IN THIS CLASS, AND LATE ASSIGNMENTS WILL NOT BE ACCEPTED WITHOUT APPROVAL FROM THE INSTRUCTOR IN ADVANCE OF THE DUE DATE.</p>	

Blackboard	<ul style="list-style-type: none"> • Course materials and announcements will be posted on Blackboard. • A working knowledge of Blackboard is critical for success in this course. • Make sure to check Blackboard and your email frequently
Lectures & Discussions	<ul style="list-style-type: none"> • This class will include lectures and portions or all of some class time will be dedicated to discussion. • PowerPoint slides are used during class as an instructional aid. They are NOT a substitute for taking notes during class. I do not put all of the information you will need on the slides. • All material discussed in class is considered material for quizzes. • Lectures will be posted to Blackboard the night before class.
Films	<ul style="list-style-type: none"> • Films are intended to stimulate discussion and offer examples of information discussed in class. • Films will be included on quizzes, and will relate to some assignments.
CLASS POLICIES	
Etiquette	<p>It is important that we all work together to create a supportive and engaging classroom environment. Disruptive behaviors will not be tolerated, and the instructor reserves the right to ask a student to leave class in these circumstances. In addition, offensive comments in online discussions will be deleted immediately. Refer to your FMU student handbook for information about adhering to the university's honor code.</p>
Communication	<p>Open communication is incredibly important to the success of this course. As the instructor, I will do my best to respond to your concerns and answer any questions you have in a timely manner. It is my course policy to respond to emails within 48 hours of receiving them. Please keep this in mind, as you are waiting for a response. In addition to the office hours listed on this syllabus, I am happy to schedule alternate meeting times, or talk with you via Skype, so do not hesitate to ask for help. In addition to announcements in class, important course news will be posted as announcements on Blackboard, as well as sent through email. It is vital that you check your FMU email regularly, or have it forwarded to your personal email in order to avoid missing important news.</p>
Academic Integrity	<p>All students are required to follow Francis Marion University's policies regarding cheating and plagiarism. The requirements for academic integrity are discussed at length in the 2019-2020 Student Handbook. Any act of plagiarism or academic dishonesty will result in a grade of zero for the assignment in question. Especially egregious occurrences will result in a grade of zero for the entire class. All plagiarists and cheaters will be referred to the Provost for additional disciplinary action</p> <p>As such, it is important that you engage in scholarly activity in an open, honest, and responsible manner. Always use your own words and ideas, and cite your work appropriately!</p> <p>POSTING COURSE MATERIALS: In this class, academic integrity also extends to posting course materials, videos of lecture, exam questions, or student work online in any capacity. No materials from your peers or from the professor should be posted to any social media or other online platform without the express permission of the student or instructor.</p>

Accommodations FMU is committed to student success for all students. The Office of Counseling and Testing provides support for students with learning, medical, physical, and/or psychological disabilities. Please visit their website for information on services offered or scheduling an appointment (<http://www.fmarion.edu/counselingandtesting/>). In order to receive consideration for reasonable accommodations, you must contact the Office of Counseling and Testing. Upon receiving documentation for your accommodation, please share it with your instructors and discuss the accommodations with them as early in your courses as possible.

*** The Instructor reserves the right to modify this syllabus as appropriate throughout the semester***

COURSE SCHEDULE				
<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u> <u>Assignments</u>	
1	08/23	-Course Introduction	-Syllabus	
	08/25	-Introduction to Geography and GIS	-See Slides on Blackboard	
2	08/30	-Key Terms and Concepts	-Ch. 1 in <i>Essentials of GIS</i> -Ch. 1 in <i>GIS Commons</i>	
	9/01	-Exploring ArcOnline		-Map Activity #1 due in Blackboard by Sunday at 11:59pm
3	09/06	-Map Anatomy	-Ch. 2 in <i>Essentials of GIS</i> -Ch. 3 in <i>GIS Commons</i>	
	09/08	-Exploring Census Data		-Map Activity #2 due in Blackboard by Sunday at 11:59pm
4	09/13	-Data, Information, and Where to Find Them	-Ch. 3 in <i>Essentials of GIS</i>	
	09/15	-Analyzing Population		-Map Activity #3 due in Blackboard by Sunday at 11:59pm
5	09/20	-Data Models for GIS	-Ch. 4 in <i>Essentials of GIS</i>	
	09/22	-Story Map Introduction	-Telling Stories with Maps/Story Telling with Maps	-Quiz #1—bring writing utensil
6	09/27	-Geospatial Data Management	-Ch. 5 in <i>Essentials of GIS</i> -Ch. 2 in <i>GIS Commons</i>	

	09/29	Film: The Joy of Data		-Map Activity #4 due in Blackboard by Sunday at 11:59pm
7	10/04	-Data Characteristics and Visualization	-Ch. 6 in <i>Essentials of GIS</i> -Ch. 4 in <i>GIS Commons</i>	
	10/06	-Public Health Map		-Map Activity #5 Due on Blackboard by Sunday at 11:59pm
Changes from the original syllabus made from this point forward				
8	10/11	-Spatial Data Analysis	-Ch. 5 in <i>GIS Commons</i> -Ch. 7 and 8 in <i>Essentials of GIS</i>	
	10/13	-Data and Your Story Map		-Activity Catch-Up
9	10/18	-Cartographic Principles and Map Design	-Ch. 9 in <i>Essentials of GIS</i> -Ch. 6 in <i>GIS Commons</i>	
	10/20	-Digitizing your maps		-Map Activity #6 due on Blackboard by Sunday at 11:59pm
10	10/25	-Activity Catch-Up		-Quiz #2—bring writing utensil
	10/27	-Mapping Pedestrian Hazards		-Map Activity #7 due on Blackboard by Sunday at 11:59pm
11	11/01	-Mapping Governance and Politics		
	11/03	-Geoprocessing to build a study area		-Map Activity #8 due on Blackboard by Sunday at 11:59pm
12	11/08	No Class—Fall Break!		
	11/10	-Geocoding		-Map Activity #9 due on Blackboard by Sunday at 11:59pm
13	11/15	-Mapping the Environment		
	11/17	-Mapping Environmental Hazards		-Map Activity #10 due on Blackboard by Sunday at 11:59pm
14	11/22	-Mapping Health and Business		
	11/24	No Class—Thanksgiving Break		
15	11/29	-Story Map Work Session		
	12/01	-Story Map Work Session		
16	12/06	No Class—Reading Day!		

FINALS		Thursday, 12/08, 8:30am Attendance is Mandatory		-Quiz #3—bring writing utensil -Story Map and Reflection Due on Blackboard, Friday, 12/09 at 11:59pm

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: X New Course Course Modification

Department/School English, Modern Languages, and Philosophy Date October 2, 2023

Course No. or Level 270 Title Professions in English

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites English 102

Enrollment expectation 10-15

Indicate any course for which this course is a (an)

modification
(proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Meredith Love-Steinmetz

Department Chairperson's/Dean's Signature Meredith Love-Steinmetz

Provost's Signature J. H. Hines

Date of Implementation Fall 2024

Date of School/Department approval April 11, 2023

Catalog description:

Purpose: 1. For Whom (generally?)

This course is for students who are considering majoring in English or have declared a major in English.

2. What should the course do for the student?

This course will offer students an understanding of the different aspects of the field of English studies and an understanding of the various career paths available to them.

English 270 – Professions in English

Instructor: Dr. Meredith Love

Email: mlove@fmarion.edu

Required Text

This book is required for the course:

- *Introducing English Studies*, by Tonya Krouse and Tamara F. O'Callaghan, Bloomsbury Academic Press, 2020.
- Additional web articles and PDFs may be assigned and will be available on Blackboard

Course Description & Goals

This course introduces you to the various subfields of English studies and the professions available to students who earn a Bachelor of Arts in English. We will spend the first half of the course learning about the different areas of English studies including literature, critical theory, creative writing, professional and technical communication, and rhetoric and composition.

We will spend the second half of the course meeting with professionals currently using their English degree in their careers, including those working in publishing, grant writing, content creation, and the non-profit sector. And we will merge your knowledge and reflections from the semester to create a college and career exploration plan at the end of the semester.

By the time you complete this course, you should be able to:

- Use the Oxford English Dictionary
- Find literary sources with the MLA database
- Understand craft and technique
- Explain the transferability of English studies skills to careers
- Locate job opportunities
- Compose a college and career plan

Assignments & Projects

The work of the class is divided into the following projects, which are listed with their values as percentages of the overall course grade.

Discussion Posts (30%)

Over the course of the semester, you will write a series of discussion posts. I will provide prompts for you on Blackboard for these posts. These posts may ask you to respond to texts, to contribute new information for our class discussions, or create short bibliographies for course topics.

Informational Interview (30%)

This assignment asks you to reach out to someone who has a professional position that you could see yourself doing in the future. You will interview this person about their career and then write about the interviewing experience. Your goal is to practice networking skills with strangers, gain confidence in interview situations, and learn about how a successful professional has achieved their career path.

College and Career Exploration Plan (30%)

For this assignment, you will reflect on what you have learned about the field of English studies from both our reading and our guests, to create a detailed plan that includes thoughts about courses you need and might consider taking, research on jobs that you might be interested in, a CV, and a proposed plan that will help you reach your goal.

Midterm Exam (10%)

For this exam, you will be tested on your knowledge of terminology and ideas related to English studies.

Attendance

You may miss five classes without penalty. If you have an excused absence (documented with a doctor's note or a notice of an official university activity), you must bring a written excuse within a week of the absence. After your sixth unexcused absence, I may drop you from the class. **Arriving to class more than 10 minutes late or leaving more than 10 minutes early (or being gone at any time during the class period for more than 10 minutes) counts as an absence.** If you arrive late on a regular basis, points will be taken off your final course grade.

Late Work

The majority of missed assignments cannot be made up; I will give you a 24-hour grace period, after which I will not accept work. If a serious and unavoidable problem arises, however, you should contact me in writing prior to the deadline to determine whether an extension will be granted.

Academic Integrity

Plagiarism is the use of someone else's words and/or ideas without attribution. All sources must be documented and cited properly. Plagiarism has serious consequences and can result in failing the assignment. Please see me if you have questions.

Resources at Counseling and Testing

If you have a disability or believe that you might, contact the Office of Counseling and Testing. (661-1840). If you have a disability that qualifies you for academic accommodation, please provide a letter of verification from the Office of Counseling and Testing as soon as possible. Furthermore, if

you feel like you need some help this semester managing your time, dealing with stressing, etc. this office can help you (services are free).

Contacting the Professor

I am available to answer questions via email at mlove@fmarion.edu. Keep in mind that this is a professional writing class and professional email etiquette should be followed. You should treat all emails that you send for this class as professional, workplace quality communication. I can also be reached at my office phone, (843) 661-1522. Email, however, is a more reliable way to contact me.

Course Schedule

The following schedule is subject to change. See Blackboard for the current schedule, specific reading assignments, and blog post due dates.

Week 1

- Introductions
- Overview of English major: Why these requirements? Why do they matter?

Weeks 2-4

- Fundamentals of the Discipline
 - Understanding "the canon" and genre
 - Avenues of study: Linguistics, literature, critical theory
 - Skills: interpretation, research methodologies, research
 - English studies in the digital age

Weeks 5-6

- Creative Writing and Craft
- Composition and Rhetoric
- Professional and Technical Communication

Weeks 7-8

- Search job databases and explore how skills and knowledge transfer to professions (including ones that are not "obvious" such as employment in the State Department, FBI, Communications and Public Relations, etc.)
- Informational Interview Project

Weeks 9-14

- Learning from and reflecting on guest speakers (6-8):
 - Lara Hrabota, Norton Publishing
 - Lindsey Privette, Economic Development Director at Pee Dee Regional Council of Governments
 - Jessica Larrimore, Executive Director of the Florence Little Theatre

- And about 4 others (dependent on interests of the students)

Weeks 15-16

- Creating college and career plan

Department of Psychology

Autism Studies Major: BCaBA Course Sequence

Course Title: Board Certified Assistant Behavior Analyst® Internship (repeatable)

Course Number: PSYC 401

Credit Hours: 2

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

Course Description

This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and / or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course may be taken multiple times for course credit.

Course Structure

Students will complete a minimum of 20 hours per week of qualifying experience. Student will meet with an assigned supervisor 4 times per month (duration to equal at least 5% of supervised experience for that month). During one monthly meeting, the supervisor will observe the supervisee with a client. The other three meetings will occur at a location determined by supervising BCBA. Two monthly meetings will occur in the context of group supervision (less than 50% of total supervision hours) while the other will be an individual meeting with the supervising BCBA.

Required Reading

BCaBA Handbook <https://www.bacb.com/bcaba-handbook/#Experience%20Requirements>

Course Objectives

Students will be able to:

1. Explain and utilize basic behavioral principles in intervention development
2. Conduct a functional assessment of challenging behavior
3. Conduct an assessment of skills deficits
4. Implement interventions for skills deficits and challenging behavior
5. Collect, graph, and analysis behavioral data in behavioral interventions.

Course requirements

Attendance and Participation (100%).

Students should arrive on time and exhibit profession behavior for all meetings and scheduled internship clinical activities.

Professional Conduct

Failure to engage in professional conduct (e.g., legal or ethical), as determined by your Field Supervisor and the Applied Behavior Analysis Faculty, will result in a failing grade for this course. Professional conduct expectations will be clearly discussed and are consistent with the ethical and legal standards associated with our profession (e.g., standards of the Behavior Analyst Certification Board).

Required Professional Liability Insurance

All students must have Professional Liability Insurance and are required to provide proof insurance prior to enrollment in the course. Failure to do so will result in being dropped from the course. Student members of the Association of Professional Behavior Analysts (APBA) enjoy the benefits of low-cost Professional Liability Insurance (www.apbahome.net)

Internship log

Each student will keep a log of all supervision related activities (meetings, clinical fieldwork, etc.) they attend during this course. Internship logs are reviewed at the end of the course and should fully document appropriate progress toward meeting supervised fieldwork requirements. Supervision log requirements will be reviewed with students at the beginning of the course and will meet the BACB record keeping requirements for supervised experience.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	< 70

Academic Dishonesty Policy

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include, but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and any other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office and dealt with in accordance with the FMU Honor Code, outlined in the FMU Student Handbook. Academic dishonesty and other misconduct will also result in anything from a zero on the assignment to a failing grade for the course, solely at the discretion of the instructor.

Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from me without penalty.

Accommodations and Modifications

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC Date 08/27/2023

Course No. or Level 429 Title Introduction to Multi-categorical Disabilities

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites: None Co-requisite: None

Please note: This course cannot be used as a substitute for EDUC 420.

Enrollment expectation 20

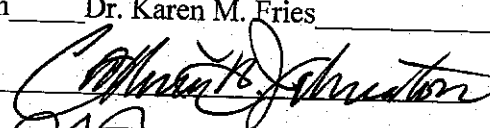
Indicate any course for which this course is a (an)

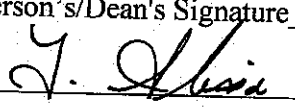
modification
(Proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternative to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation Fall 2024

Date of School/Department approval 10-2-2023

Catalog description:

- Purpose:
1. **For Whom (generally?)** This undergraduate course is for students in one of our education majors, Multi-categorical: Autism Studies, who need to become familiar with an overview of the nature and needs of exceptional learners who have been identified with learning disabilities (LD), intellectual disabilities (ID), and/or emotional/behavioral Disabilities (EBD). This course is part of an initial certification program in the special education area of Multi-Categorical disabilities.
 2. **What should the course do for the student?** Participants will learn characteristics and the impact of varied social/emotional and learning needs to examine effective instructional

strategies to reach the needs of students with the above disabilities. The course will highlight relevant special education laws, screening, identification, measurement, and assessment to allow for teachers to implement data-based instruction in their classrooms.

Teaching method planned: Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions.

Textbook and/or materials planned (including electronic/multimedia):

(Required) Prater, M.A. (2018). *Teaching Students With High-Incidence Disabilities: Strategies for Diverse Classrooms*. Upper Saddle River, NJ:SAGE Publications, Inc.

- **Print ISBN:9781483390598**
- **Online ISBN:9781071800522**

****Additional required readings and interactive web-based activities/assignments may be posted in Blackboard, therefore access to the Internet is needed.**

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 429: Introduction to Multi-categorical Disabilities
Fall XXX

Professor:
Office:
Phone/Voicemail:
E-mail:

Office Hours:
Meeting Times:

Course Description:

This course is designed to provide prospective teachers with a background of learners with multi-categorical disabilities. It will provide an introduction and overview of the nature and needs of exceptional learners who have been identified with learning disabilities (LD), intellectual disabilities (ID), and/or emotional/behavioral Disabilities (EBD). Participants will learn characteristics and the impact of varied social/emotional and learning needs to examine effective instructional strategies to reach the needs of students with the above disabilities. The course will highlight relevant special education laws, screening, identification, measurement, and assessment to allow for teachers to implement data-based instruction in their classrooms.

Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program), real-world case studies and scenarios, numerous podcasts, and a variety of learning modules from a national center dedicated to improving education outcomes for all children through the use of effective evidence-based practices and interventions.

Prerequisite/Corequisite:

Prerequisite – None; Co-requisite – None

Please note: This course cannot be used as a substitute for EDUC 420.

Required Textbook

Prater, M.A. (2018). *Teaching Students With High-Incidence Disabilities: Strategies for Diverse Classrooms.* Upper Saddle River, NJ: SAGE Publications, Inc.

- **Print ISBN:** 9781483390598
- **Online ISBN:** 9781071800522

****Additional required readings and interactive web-based activities/assignments may be posted in Blackboard, therefore access to the Internet is needed.**

Learning Outcomes – CEC aligned:

This course has been designed to provide knowledge of the profession of special education and individuals with disabilities in society, facilitate growth regarding positive attitudes toward individuals with disabilities and provide knowledge of careers in special education and related fields. In addition to upholding the SOE's Conceptual Framework, learning outcomes for this course are aligned with the Council for Exceptional Children's (CEC) K-12 Initial Professional Preparation Standards, High Leverage Practices (HLPs), South Carolina Teaching Standards (SCTS) 4.0/NIET, Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the following ways.

At the completion of this course, the learner will be able to demonstrate understanding of the education foundations of teaching children and youth with disabilities, with understanding specific to:

- Models, theories, and philosophies that form the basis for special education practice. (CEC 1)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC 1)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CEC 1)
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CEC 1)
- Educational implications of characteristics of various exceptionalities. (CEC 2)
- Family systems and the role of families in supporting development. (CEC 1)
- Similarities and differences of individuals with and without exceptional learning needs. (CEC 1).
- Similarities and differences among individuals with exceptional learning needs. (CEC 1)
- Effects an exceptional condition (or multiple conditions) can have on an individual's life. (CEC 2)
- Demands of the learning environment. (CEC 2)
- Basic classroom management theories and strategies for individuals with exceptional learning needs. (CEC 3)
- Effective management of teaching and learning. (CEC 5)
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CEC 6)
- Effects of cultural and linguistic differences on growth and development. (CEC 2)
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language. (CEC 2)
- Development and implementation of comprehensive, longitudinal individualized programs in collaboration with team members. (CEC 7)
- The involvement of the individual and family with the multidisciplinary team in setting instructional goals and monitoring progress. (CEC 7)
- Incorporating and implementing instructional and assistive technology into the educational program. (CEC 5)
- Conducting professional activities in compliance with applicable laws and policies. (CEC 7)

- Demonstrating commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. (CEC 7)
- Accessing information on exceptionalities. (CEC 7)
- Concerns of families with exceptional learning needs and strategies to help address these concerns. (CEC 7)
- The influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children. (CEC 2)

This course will introduce learners to:

- Definitions and characteristics of the 13 disability categories recognized by IDEA
- Federal and state laws relating to the education of children and youth with disabilities
- Legal requirements regarding student assessment
- The basic intent of I.D.E.A. related to: due process procedures, least restrictive environment (inclusive strategies or mainstreaming), free appropriate education, IEPs, and nondiscriminatory evaluations
- Major curricular approaches (e.g., remedial v. tutorial, affective v. behavioral, functional v. developmental), career and vocational education, life-long learning, and current research; and attitudinal barriers.

Learning Outcomes – TCOP aligned:

Learning outcomes of this course are also aligned with the Center of Excellence (COE) Standards for Teachers of Children of Poverty. At the completion of this course, learners will be able to demonstrate knowledge and understanding of:

- **Standard 1: Life in Poverty**
 - the impact of gender, race, language, culture, sexual orientation, and socioeconomic status on student diversity, identity, and educational experience on school and life success; and
 - the value of generating and implementing classroom strategies designed to support the unique needs of under-resources learners; and
 - that life in poverty can be addressed by promising best practices and responding to students by appropriately adjusting instruction to accommodate the learning differences or needs of all students for supporting their success within and beyond the classroom.
- **Standard 3: Family and Community Partnerships**
 - the value of developing positive attitudes towards students from various family, socioeconomic, cultural ethnic, and religious backgrounds
 - that such diverse factors impact not only the family but also the learner in aspects within and beyond the classroom
 - that the effects of familial access to resources transcends home, school, and community environments, partnerships and engagement; and
 - that family and community partnerships can be addressed by promising best practices and through generating/implementing a plan for partnerships and engagement between home, school, and community stakeholders to develop a collaborative support system for the learner.
- **Standard 4: Classroom Community**
 - the need to develop and implement positive attitudes as well as classroom community through modeling a positive attitude and incorporating strategies that recognize all learners, including those in or of poverty, as capable learners

- that classroom community can be addressed by promising best practices and further accomplished by getting to know their students (INTERESTS and STRENGTHS as well as needs) along with developing an empathetic versus sympathetic attitude towards all learners, including those that are under-resources, in support of their academic and social/emotional success while in the classroom.

Teaching Strategies:

Class sessions will include a combination of lecture (with audio-visual aids/power point presentations, guided notes, video & audio recordings), podcasts/guest lecturers, demonstration/modeling, simulation and interactive web-based activities, role-play, computer-assisted instruction, class/group discussions & presentations, handouts/additional readings, analysis of case studies, and problem solving activities. Students will have opportunities to work both independently and collaboratively.

Instructional materials, additional readings, activities and assignments for the course will be discussed in class and posted/available on the course page within the FMU Blackboard environment – FMU Blackboard.

Francis Marion School of Education

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
 - A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

EDUC 429 is aligned with the following **School of Education Diversity Standards:**

- **Standard 1:** Teacher candidates value and appreciate students from various family, socioeconomic, cultural ethnic, and religious backgrounds;
- **Standard 3:** Teacher candidates understand and explain the impact of gender, race, language, culture, sexual orientation, and socioeconomic status on student diversity, identity, and educational experience;

- **Standard 4:** Teacher candidates adjust instruction to accommodate the learning differences or needs of all students.

Course Objectives

The following coding system will be used to indicate the components of the conceptual framework (CF) as they apply to this course:

CK = content knowledge	IL = impact P-12 student learning
PI = planning and instruction	CS = analysis of case studies
CE = clinical experiences	A = assessment of P-12 student learning
PEP = professional and ethical practice	

The following coding system will be used to correlate specific objectives of this course with Council for Exceptional Children's (CEC) ten content standards for all beginning special education teachers & Interstate New Teacher Assessment and Support Consortium (INTASC) ten core principles for general and special education teachers (CEC's standards & INTASC principles are numerically aligned):

1 = Foundation	6 = Language
2 = Development and characteristics of learners	7 = Instructional planning
3 = Individual learning differences	8 = Assessment
4 = Instructional strategies	9 = Professional and ethical practice
5 = Learning environments and social interactions	10 = Collaboration

At the completion of this course, the teacher candidate will be able to:

OBJECTIVE	CONCEPTUAL FRAMEWORK	CEC/INTASC
1 – demonstrate knowledge of the definitions and characteristics of exceptionalities, ranging from giftedness to high incidence disabilities (i.e. mental disabilities, learning disabilities, emotional/behavioral disabilities) to low incidence disabilities (i.e. orthopedic and sensorimotor deficits).	CK, CS, PI, A	1, 2, 4, 7, 8, 10
2 -- demonstrate knowledge of state and federal legislation as well as landmark litigation cases relating to individuals with exceptionalities.	CK, A, PEP	1, 8, 9, 10
3 – demonstrate understanding of the educational foundations of teaching children and youth with exceptionalities.	CK, PI, A, PEP	1, 4, 7, 8, 9
4 -- demonstrate familiarity with the full range of placements for individuals with exceptionalities.	CK, CS	1, 4, 5, 10
5 – demonstrate understanding of the effects of exceptionalities upon academic, social, and vocational performances across the life span.	CK, PI, PEP	1, 2, 3, 4, 7, 10
6 – demonstrate knowledge of informal and formal assessment methods of making decisions based on assessment information and using that information to write IEPs.	CK, CS, PI, A	4, 7, 8, 10
7 -- demonstrate an appreciation for cultural diversity and its effects on all aspects of teaching children and youth with	CK, PEP	1, 3, 5, 6

Exceptionalities including working with families.		
8 -- demonstrate an appreciation for cultural diversity and its effects on all aspects of teaching children and youth with exceptionalities.	CK, PEP	1, 3, 5, 6
9 -- demonstrate knowledge of teaching strategies and methods of instructing children and youth with exceptionalities.	CK, CS, PI	4, 5, 6, 7
10 -- demonstrate an understanding of precursors of exceptionalities and methods of intervention.	CK, PEP, PI	1, 2, 3, 4, 5, 7
11 -- demonstrate an understanding of social, emotional and behavioral problems of individuals with exceptionalities.	CK, CS	1, 2, 3, 5
12 -- demonstrate knowledge of the role of technology (i.e. software available for processing data) to the field of exceptionalities	PI, A	6, 7, 8
13 -- demonstrate an understanding and appreciation for the role of paraeducators in the field of exceptionalities.	PEP	5, 9, 10

"MUST-DO" COURSE ASSIGNMENTS FOR EDUC 429

Module 1 discussion question mini presentations (In class, week 5)

You will be divided into groups of four. Each group will be assigned a discussion question from a chapter in Module 1, and you will present your question during Week 5. Your presentations should be about 7 – 10 minutes in length, making sure each group member has a part in the presentation. You should not exceed 10 minutes in length. (10 points)

Chapter 5 presentations Response (Due as an EXIT TICKET)

You will choose one group of your classmates' presentations from Chapter 5 and respond as an EXIT ticket the following class. You can agree with what your classmates said about their question, you may pose alternate suggestions, you may respectfully disagree with how the group answered the question, etc. (5 points)

Chapter Quizzes

During the semester, you will be required to complete five chapter quizzes. Quizzes may NOT be the exact ones from the textbook, but the textbook will serve as an invaluable resource to answer the questions. Some of the questions will be taken DIRECTLY from the textbook, while others will be based power points posted on BB. **You will take the quizzes in class via paper/pencil.** The quizzes are worth 50 points total. (10 points per quiz x 5 quizzes = 50 points)

IEP assignment (In class)

You and a small group will work together in class to complete an IEP activity. Details will be provided in class. (10 points)

Disability Accessibility Survey (In class)

You and a small group will work together to complete a survey around campus to determine the accessibility of FMU to individuals with disabilities. Details will be provided in class. (10 points)

Quick-Writes (In class throughout the semester)

We will watch video clips/answer chapter questions from your textbook in-class. You will have 3-5 minutes to respond to the clips/questions and discuss 3-5 bullet points for each clip/question. Class members will then be called upon to share their thoughts after watching the clips/answering the questions. These quick-writes will count as some of your participation points. Details will be provided in class. (Up to 20 points)

Cumulative Final Exam (TBD)

You will be given a cumulative final exam based on the schedule set forth by the university. The exam will consist of 25 multiple-choice questions. (25 points)

“Would You Rather” COURSE ASSIGNMENTS FOR EDUC 429

- Podcast Questions
 - You will watch five podcasts in class and answer the questions asked within the podcasts or on the assignment sheet on Blackboard. (15 points)

OR

- Case Study
 - You will read a case study in class and answer the corresponding questions. (15 points)
-

- IRIS module
 - You and a small group will choose ONE module to watch and respond to in class. (15 points)
-

- Chapter Small Group Activity 1 or 2 (from chapter 13)

OR

- Design your own classroom
 - Utilizing what you have learned in class, you will design (and justify) your ideal classroom set-up to best provide instruction to students with multi-categorical disabilities. (10 points)
-

- Interview a special education teacher
 - You will interview a local special education teacher and present your findings to the class. Details will be provided. (10 points)

OR

- SpedIntro videos
 - You will watch 3-5 SpedIntro videos and present a summary to the class. Details will be provided. (10 points)

OR

- Presentations (Choose/develop your own presentations). Details will be provided. (10 points)

Assignments and Exam Points

Module 1 mini-presentation	10
Module 1 presentation Response	5
Chapter quizzes	50
Podcast Questions or Case Study	15
IEP Assignment	10
IRIS module	15
Chapter small group activity or Design your Classroom	10
Disability Accessibility Survey	10
Interview Sped teacher or SpedIntro videos or Choose Your Own Presentation	10
Quick-writes (participation points)	20
Cumulative final exam	25
Total	180

Grading

Final grades will be based on the scale designated below:

Grade	Description	Points	Grading Scale
A	Distinction	162-180	90-100%
B+		153-161.9	85-89%
B	Above Average	144-152.9	80-84%
C+		135-143.9	75-79%
C	Average	126-134.9	70-74%
D	Below Average	117-125.9	65-69%
F	Unsatisfactory (no credit)	<117	<65%

Course Policies (Dispositions/Assignments/Courtesy)

- As this is a course preparing you for your profession, you are expected to **be in class on time**. Because it is important to your future role as a teacher, class members are encouraged to attend each and every class session. The FMU Attendance Policy will be strictly followed for EDUC 429. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. **For ECUC 429, you are allowed to miss NO MORE THAN FOUR CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving**

early) will equal an absence. **ALL absences, whether excused or not, will impact your grade. Each absence and/or two tardies will result in a 7-point penalty from the final total points earned.**

- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class. The excuse, "I didn't get the email" is NOT an acceptable response. If you do not wish to check your fmarion.edu account, it is **your responsibility** to have your email forwarded to another account.
- **All assignments are due at the beginning of class even if you are absent or if they will be completed during class time.** Absences do not qualify for exemption from the late assignment penalty. An automatic 10-point deduction will be earned for EACH DAY an assignment is late up to one week. No late assignments will be accepted after one week, and a grade of zero will be recorded.
- Cell phones **must** be turned off prior to the beginning of class. Text messaging and telephone calls are prohibited during class time. You will receive one warning and the second time will result in a dispositions report. You will, however, need your phones for the kahoot.it quizzes.
- Sleeping is **NOT acceptable** in class. If you are so tired that you must sleep, you will be asked to leave class, which will be counted as an absence. You will not be able to sleep in your classroom once you are a teacher, so it is time to get into the habit now.
- If you are absent or tardy, it is **your responsibility** to contact me within 24 hours of the start of class for information you may have missed. Do not expect me to come to you, especially if you miss a day with an in-class graded activity. **Even if you miss class, you are still responsible for the work.**
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at <http://images.acswebnetworks.com/2017/83/FMUStudentHdbk1112web.pdf> so that you are aware of the policy that will be followed in this course.

***** School of Education Announcements *****

Each week remember to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on "Academics", choosing "School of Education", and then clicking "News and Announcements" under the column on the left side of the page. <https://www.fmarion.edu/education/soenews/> You will need to check this page for information about getting into the program, student teaching, etc.

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email

learners within 24 to 48 hours **except for weekends and holidays. Faculty are expected to answer emails from 9:00-5:00 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc.), complimentary closing, and signature that includes your FMU ID#.** When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate. *For example:*

Subject: EDUC ### - Question about X

Body:

Dear Dr. XXX,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thank You/Sincerely/Best/Etc.

Your First and Last Name

Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” In addition, your FMU email address will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Other Policies/Information

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

CASA

<https://www.fmarion.edu/casa/>

Remember to visit CASA if you need writing assistance or tutoring for any of your courses.

The Center for Academic Success and Advisement, housed in Founders Hall 220, offers a variety of services designed to help students thrive during their experience at Francis Marion University.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of the School of Education.

EDUC 429 COURSE SCHEDULE – Fall XXX (tentative)

WEEK

TOPICS

1. Overview of course syllabus and assignments
Chapter 1: The Purpose and Promise of Special Education
2. Chapter 2: Planning and Providing Special Education Services

Chapters 1 and 2 Quiz (end of class)

3. Chapter 3: Collaborating with Families
***Podcast questions or Case Study Due (in class)**
4. Module 1: Intellectual Disabilities
***IEP activity Due (in class)**
5. Module 1 : Intellectual Disabilities
***Chapter 5 discussion questions “presentations” (in class)**
6. Module 1: Intellectual Disabilities
Sped Intro videos, TV shows/movies depicting ID (in class)
7. Module 1: Intellectual Disabilities
Module 1 quiz (in class)
8. Module 2: Learning Disabilities
IRIS Module Due
9. Module 2: Learning Disabilities
Assessment and Progress Monitoring in Math
10. Module 2: Learning Disabilities
11. Module 2: Learning Disabilities
Module 2 quiz (in class)
12. Module 3: Emotional/Behavioral Disabilities
Disability Accessibility Survey Due (in class)
13. Module 3: Emotional/Behavioral Disabilities
***Diversity Case Study Due (in class)**
14. Module 3: Emotional/Behavioral Disabilities
***Chapter Small Group Activity 1 or 2 or Design your classroom (in class)**
Module 3 quiz in class)
15. Bringing it all Together: Early Childhood Special Education
And Transition to Adulthood
***Interview Sped teacher or SpedIntro Videos or Choose your own presentations in class**
Bringing it all Together quiz (in class)
16. **Final exam - TBD**

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School EDUC Date 08/27/2023

Course No. or Level 431 Title Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades PreK - 2

Semester hours 3 Clock hours: Lecture ☒ Laboratory ☐

Prerequisites: None Co-requisite: None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification
(Proposed change in course title, course description, course content or method of instruction)

substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate
(The proposed new course can be taken as an alternative to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature [Signature] 9/12/23

Provost's Signature [Signature]

Date of Implementation Fall 2024

Date of School/Department approval 10-2-2023

Catalog description:

Purpose: 1. **For Whom (generally?)** This undergraduate course is for students in one of our education majors, Autism and Neurodiversity, who need to become familiar with methods and strategies to teach PreK - 2 students with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). This course is part of an initial certification program in the special education area of Multi-Categorical disabilities.

2. **What should the course do for the student?** The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades PreK-2. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND,

the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching method planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades PreK-2. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the early childhood years, including identification and early intervention, teaming with families, and Read to Succeed requirements will be embedded into this course.

Textbook and/or materials planned (including electronic/multimedia):

(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson.
(Students will use this same textbook for all three methods classes).

The course will also include select modules from the IRIS center: [IRIS | Autism Spectrum Disorder \(Part 1\): An Overview for Educators \(vanderbilt.edu\)](#)
and the CEEDAR center, (e.g.): <https://ceedar.education.ufl.edu/cems/inclusive-education/>

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 431:
Methods for Teaching Individuals with Autism Spectrum Disorder
and Neurodevelopmental Disabilities, Grades PreK - 2
Fall 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: TBD

Course Description

This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades PreK-2. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades PreK-2. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the early childhood years, including identification and early intervention, teaming with families, and Read to Succeed requirements will be embedded into this course.

Prerequisite/Corequisite:

Prerequisite – None; Co-requisite – None

Textbook:

(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson. (Students will use this same textbook for all three methods classes).

The course will also include select modules from the IRIS center: [IRIS | Autism Spectrum Disorder \(Part 1\): An Overview for Educators \(vanderbilt.edu\)](http://iris.vanderbilt.edu/AutismSpectrumDisorder/Part1/OverviewforEducators) and the CEEDAR center, (e.g.): <https://cedar.education.ufl.edu/cems/inclusive-education/>

Francis Marion University Conceptual Framework**The School of Education prepares competent and caring teachers.**

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 1. The ability to plan instruction
 2. The ability to apply skills and knowledge in a clinical setting
 3. The ability to cause learning in P -12 students
 4. The ability to assess learning and learners
 5. The ability to work with children of poverty
 6. The ability to use technology
- II. Caring teachers:
Exhibit Professional Dispositions
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with ID/DD/ASD in an area classroom at the K-12 level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate appropriate assistive technological supports to enhance	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d

students' reading and language achievement.			
Students will demonstrate the ability to monitor and assess the progress of students with ID/DD/ASD.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1, 4, 5	1d.
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with ID/DD/ASD through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I.A II, B, D	4, 6, 7	1a 1b 1c 1d

Course Content

The course will include 5 modules:

Module 1: Understanding Autism Spectrum Disorders Across the Lifespan

Module 2: Determining Evidence-Based Interventions

Module 3: Identification and Early Intervention

Module 4: Teaming with Families

Module 5: Teaching Communication Skills

Course Activities and Assignments

Getting Started Module (5 points)

You will complete all activities under the Getting Started Module, including an affirmation form and initial "getting to know you" post to the in-class discussion board.

IRIS Module – Assessment Questions (20 points)

This will take the form of an individual, partner, or small group assignment. You will access one IRIS module online (<https://iris.peabody.vanderbilt.edu/>) and submit answers to the Assessment questions found in the module. To make it easier for you, the assessment questions are in a word document under the Assignments tab on BB, which is also where you will access the module. You can just type your answers into the word doc and submit that under the assignment tab. This will be an in-class assignment.

Work through CEEDAR module and submit guided notes (15 points)

This will take the form of an individual, partner, or small group assignment. You will work through one CEEDAR module and submit the corresponding guided notes. You can access the modules here <https://cedar.education.ufl.edu/> or under the Assignments tab on BlackBoard as a link under the "CEEDAR module" folder. You will find the guided notes (your actual assignment) as a word document under the same folder. This is an example of a CEEDAR module: <https://cedar.education.ufl.edu/cems/inclusive-education/learning-resources/>

Chapter Application Activities (10 points each, 50 points total)

This will take the form of an individual, partner, or small group assignment. You (and your partner/small group) will complete a minimum of five (5) Chapter Application Activities (CAA) from across the textbook. There are a wide variety of CAAs throughout the textbook, each with different requirements. You (and your partner/small group) will choose the five CAA to complete by the given due dates. These will take place either in class or on your own time outside of class.

Chapter Application Activity Presentation – 15 points

You (and your partner/small group) will choose an additional CAA (not the five you completed above) and present one (1) CAA to your peers in class. A sample will be provided via a video clip and an in-class example. If it is an activity that requires “children,” you can teach the CAA to your classmates or someone else in your group, and for some CAA, you don’t even need children in order to “teach” the lesson. The purpose is to get you familiar with how to implement some of the strategies included in the CAA throughout the textbook.

Chapter Activity response (5 points) – Discussion Board

This will take the form of an individual assignment. You will respond to ONE of your classmates’ presentations, watching how they presented the chapter activity to their “students.” Do you agree with how they used the activity? Can you think of any other ways to use the activity for students with ID/DD/ASD? Have you seen that particular activity used in a classroom before, etc.? You will make a post to an in-class discussion board after the presentations.

Case study summary (10 points)

You will read one case study and submit the answers to the questions at the end of the case study. The case studies will provide you with real-world examples of how to instruct students with ASD/ND. You may choose to work with a partner or small group.

Final exam (25 points)

You will complete one cumulative final exam via BlackBoard. This will take place at the end of the semester.

KEY DUE DATES

Week 2 –	Getting Started Module due
Week 3 –	IRIS module due
Week 4 -	CEEDAR module due
Various dates -	Chapter application activities due
Week 10 -	Chapter activity presentation due
Week 11 –	Chapter activity presentation Response due (discussion board)
Week 13 -	Case Study Summary due
Week 15-	Final exam due

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	130-145	Distinction
B+	85%- 89%	123-129	
B	80% - 84%	116-122	Above Average
C+	75% - 79%	108-115	
C	70% - 74%	101-107	Average
D	65% - 69%	94-100	Below Avg.
F	Below 70 %	93.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Getting Started Module	5 points
IRIS Module	20 points
CEEDAR module	15 points
Chapter Application activities	50 points
Chapter Activity presentation	15 points
Chapter Activity Response	5 points (in-class discussion board)
Case Study Summary	10 points
Final exam	25 points
Total Points	145 points

Course Policies

- As this is a course preparing you for your profession, you are expected to **be in class on time**. Because it is important to your future role as a teacher, class members are encouraged to attend every class session. The FMU Attendance Policy will be strictly followed for EDUC 431. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. **For ECUC 431, you are allowed to miss NO MORE THAN FOUR CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. Each absence and/or two tardies will result in a 7-point penalty from the final total points earned.**

- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
- You **MUST** check your g.fmarion.edu email account regularly for this class. The excuse, "I didn't get the email" is NOT an acceptable response. If you do not wish to check your fmarion.edu account, it is **your responsibility** to have your email forwarded to another account.
- You are required to use LiveText for entering your case study assignment. Failure to do so will result in a zero for the assignment.
- **All assignments are due at the beginning of class even if you are absent or the assignments will be completed during class time.** Absences do not qualify for exemption from the late assignment penalty. An automatic 10-point deduction will be earned for EACH DAY an assignment is late up to one week. No late assignments will be accepted after one week, and a grade of zero will be recorded.
- Cell phones **must** be turned off prior to the beginning of class. Text messaging and telephone calls are prohibited during class time. You will receive one warning and the second time will result in a dispositions report.
- Sleeping is **NOT acceptable** in class. If you are so tired that you must sleep, you will be asked to leave class, which will be counted as an absence. You will not be able to sleep in your classroom once you are a teacher, so it is time to get into the habit now.
- If you are absent or tardy, it is **your responsibility** to contact me within 24 hours of the start of class for information you may have missed. Do not expect me to come to you, especially if you miss a day with an in-class graded activity. **Even if you miss class, you are still responsible for the work.**
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at <http://images.acswebnetworks.com/2017/83/FMUSStudentHdbk1112web.pdf> so that you are aware of the policy that will be followed in this course.

***** School of Education Announcements *****

Each week remember to check the "News and Announcements" page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on "Academics", choosing "School of Education", and then clicking "News and Announcements" under the column on the left side of the page. <https://www.fmarion.edu/education/soenews/> You will need to check this page for information about getting into the program, student teaching, etc.

Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**, so you may need to bring your laptops to class on certain days.

- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English.**
- Make sure you keep up with your grades.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course. Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned. Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 - 48 hours. In return, faculty will email learners within 24 to 48 hours **except for weekends and holidays. Faculty are only expected to answer emails from 9:00-5:00 Monday-Friday.** Any inattentiveness on your part will not constitute an emergency on the part of the faculty member. Emails received after 5pm will not be answered until the next day; and emails received over the weekend will not be answered until the start of the work week.

Email to all faculty and learners in the department **must be addressed professionally with a proper salutation (Dr./Professor/Mr./Mrs./Ms./etc.), complimentary closing, and signature that includes your FMU ID#.** When sending an email, please include a detailed (yet concise and relevant) **subject line** and be sure to **reference the course (EDUC ###)** in the message and sign the email with your name (especially if sending from your phone which may not include a signature line and FMU ID#). Also, be sure to use a professional tone, and check spelling/grammar – and remember that text message language is not appropriate.

For example:

Subject: EDUC ### - Question about X

Body:

Dear Dr. Fries,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thank You/Sincerely/Best/Etc.

Your First and Last Name; Your FMU ID #

If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” In addition, your FMU email address

will be the primary means of contact for course related information; therefore, you **must** check your g.fmarion.edu email account regularly (i.e., daily). It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Live Text

If you are a degree seeking education student, you must purchase Live Text. Non-degree or students from programs other than education are not required to make this purchase.

Social Networking Policy

Learners are encouraged to use their most professional judgment regarding internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation

to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in a recording/video and/or on the announcement page of Blackboard and/or by email.

EDUC 431 COURSE SCHEDULE – Fall 20XX (tentative)

WEEK	TOPICS and Assignments Due
1.	
2.	Getting Started Module Due
3.	IRIS Module Due
4.	CEEDAR Module Due
5.	
6.	
7.	Various dates (weeks 5-9) – Chapter Application activities due
8.	
9.	
10.	Chapter activity presentation Due
11.	Chapter activity Response Due (discussion board)
12.	
13.	Case Study Summary due
14.	
15.	Final exam due

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: X New Course Course Modification

Department/School EDUC Date 08/27/2023

Course No. or Level 432 Title Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 3 - 7

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites: EDUC 431 Co-requisite: None

Enrollment expectation 20

Indicate any course for which this course is a (an)

 modification
(Proposed change in course title, course description, course content or method of instruction)

 substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

 alternate
(The proposed new course can be taken as an alternative to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature [Signature] 9/12/23

Provost's Signature [Signature]

Date of Implementation Fall 2024

Date of School/Department approval 10-2-2023

Catalog description:

Purpose: 1. **For Whom (generally?)** This undergraduate course is for students in one of our education majors, Autism and Neurodiversity, who need to become familiar with methods and strategies to teach students in grades 3 -7 with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). This course is part of an initial certification program in the special education area of Multi-Categorical disabilities.

2. **What should the course do for the student?** The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 3-7. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will

examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching method planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 3-7. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the school years, including methods for promoting social competence, collaboration and consultation, and Read to Succeed requirements will be embedded into this course.

Textbook and/or materials planned (including electronic/multimedia):

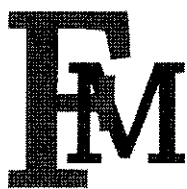
(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson.
(Students will use this same textbook for all three methods classes).

The course will also include select modules from the IRIS center: [IRIS | Autism Spectrum Disorder \(Part 2\): Evidence-Based Practices \(vanderbilt.edu\)](#)
and AFIRM modules: [AFIRM Modules | AFIRM \(unc.edu\)](#)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 432:
Methods for Teaching Individuals with Autism Spectrum Disorder
and Neurodevelopmental Disabilities, Grades 3 - 7
Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: TBD

Course Description

This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address the varied academic and behavioral needs of students with ASD/ND in grades 3-7. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver, and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 3-7. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for the school years, including methods for promoting social competence, collaboration and consultation, and Read to Succeed requirements will be embedded into this course.

Prerequisite/Corequisite:

Prerequisite – EDUC 431 (Methods for grades PreK-2); Co-requisite – None

Textbook:

(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson. (Students will use this same textbook for all three methods classes).

The course will also include select modules from the IRIS center: [IRIS | Autism Spectrum Disorder \(Part 2\): Evidence-Based Practices \(vanderbilt.edu\)](#) and AFIRM modules: [AFIRM Modules | AFIRM \(unc.edu\)](#)

Francis Marion University Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 1. The ability to plan instruction.
 2. The ability to apply skills and knowledge in a clinical setting.
 3. The ability to cause learning in P -12 students.
 4. The ability to assess learning and learners.
 5. The ability to work with children of poverty.
 6. The ability to use technology.
- II. Caring teachers:
Exhibit Professional Dispositions
 - A. Exhibit professional attributes.
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff.

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with ID/DD/ASD in an area classroom at the K-12 level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate appropriate assistive technological supports to enhance	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d

students' reading and language achievement.			
Students will demonstrate the ability to monitor and assess the progress of students with ID/DD/ASD.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1, 4, 5	1d.
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with ID/DD/ASD through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I.A II, B, D	4, 6, 7	1a 1b 1c 1d

Course Content

The course will include 4 modules:

Module 1: Methods for Promoting Social Competence

Module 2: Building School-Based Behavioral Repertoires

Module 3: Collaboration and Consultation

Module 4: Developing Academic Skills

Course Activities and Assignments

Getting Started Module (5 points)

You will complete all activities under the Getting Started Module, including an affirmation form and initial "getting to know you" post to the in-class discussion board.

IRIS Module – Assessment Questions (20 points)

This will take the form of an individual, partner, or small group assignment. You will access one IRIS module online (<https://iris.peabody.vanderbilt.edu/>) and submit answers to the Assessment questions found in the module. To make it easier for you, the assessment questions are in a word document under the Assignments tab on BB, which is also where you will access the module. You can just type your answers into the word doc and submit that under the assignment tab. This will be an in-class assignment.

Work through AFIRM module and submit guided notes or appropriate PD certificate (15 points)

This will take the form of an individual, partner, or small group assignment. You will work through one AFIRM module (Autism Focused Intervention Resources & Modules) and submit the corresponding guided notes or appropriate PD certificate. You can access the module here [AFIRM Modules | AFIRM \(unc.edu\)](#) or under the Assignments tab on BlackBoard as a link under the "AFIRM module" folder. You will find the guided notes or PD certificate (your actual assignment) as a word document under the same folder.

Chapter Application Activities (10 points each, 50 points total)

This will take the form of an individual, partner, or small group assignment. You (and your partner/small group) will complete a minimum of five (5) Chapter Application Activities (CAA) from across the textbook. There are a wide variety of CAAs throughout the textbook, each with different requirements. You (and your partner/small group) will choose the five CAA to complete by the given due dates. These will take place either in class or on your own time outside of class.

Chapter Application Activity Presentation – 15 points

You (and your partner/small group) will choose an additional CAA (not the five you completed above) and present one (1) CAA to your peers in class. A sample will be provided via a video clip and an in-class example. If it is an activity that requires “children,” you can teach the CAA to your classmates or someone else in your group, and for some CAA, you don’t even need children in order to “teach” the lesson. The purpose is to get you familiar with how to implement some of the strategies included in the CAA throughout the textbook.

Chapter Activity response (5 points) – Discussion Board

This will take the form of an individual assignment. You will respond to ONE of your classmates’ presentations, watching how they presented the chapter activity to their “students.” Do you agree with how they used the activity? Can you think of any other ways to use the activity for students with ASD/ND? Have you seen that particular activity used in a classroom before, etc.? You will make a post to an in-class discussion board after the presentations.

Case study summary (10 points)

You will read one case study and submit the answers to the questions at the end of the case study. The case studies will provide you with real-world examples of how to instruct students with ASD/ND. You may choose to work with a partner or small group.

Final exam (25 points)

You will complete one cumulative final exam via BlackBoard. This will take place at the end of the semester.

KEY DUE DATES

Week 2 –	Getting Started Module due
Week 3 –	IRIS module due
Week 4 -	AFIRM module due
Various dates -	Chapter application activities due
Week 10 -	Chapter activity presentation due
Week 11 –	Chapter activity presentation Response due (discussion board)
Week 13 -	Case Study Summary due
Week 15-	Final exam due

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	130-145	Distinction
B+	85%- 89%	123-129	
B	80% - 84%	116-122	Above Average
C+	75% - 79%	108-115	
C	70% - 74%	101-107	Average
D	65% - 69%	94-100	Below Avg.
F	Below 70 %	93.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Getting Started Module	5 points
IRIS Module	20 points
AFIRM module	15 points
Chapter Application activities	50 points
Chapter Activity presentation	15 points
Chapter Activity Response	5 points (in-class discussion board)
Case Study Summary	10 points
Final exam	25 points
Total Points	145 points

Course Policies

- As this is a course preparing you for your profession, you are expected to **be in class on time**. Because it is important to your future role as a teacher, class members are encouraged to attend every class session. The FMU Attendance Policy will be strictly followed for EDUC 432. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. **For ECUC 432, you are allowed to miss NO MORE THAN FOUR CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. Each absence and/or two tardies will result in a 7-point penalty from the final total points earned.**

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- You **MUST** check your g.fmarion.edu email account regularly for this class. The excuse, "I didn't get the email" is NOT an acceptable response. If you do not wish to check your fmarion.edu account, it is **your responsibility** to have your email forwarded to another account.
- You are required to use LiveText for entering your case study assignment. Failure to do so will result in a zero for the assignment.
- **All assignments are due at the beginning of class even if you are absent or the assignments will be completed during class time.** Absences do not qualify for exemption from the late assignment penalty. An automatic 10-point deduction will be earned for EACH DAY an assignment is late up to one week. No late assignments will be accepted after one week, and a grade of zero will be recorded.
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- If you are absent or tardy, it is **your responsibility** to contact me within 24 hours of the start of class for information you may have missed. Do not expect me to come to you, especially if you miss a day with an in-class graded activity. **Even if you miss class, you are still responsible for the work.**
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

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- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a **group assignment**, the work you submit must be your own. Please refer to the "FMU Honor Code" section of the Student Handbook available at <http://images.acswebnetworks.com/2017/83/FMUStudentHdbk1112web.pdf> so that you are aware of the policy that will be followed in this course.

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Submitting Assignments, Projects, Papers

- Your work related to this class will be submitted as indicated in the syllabus.
- All papers (depending on the assignment) are to be typed using **Microsoft Word**, so you may need to bring your laptops to class on certain days.

- Because teaching professionals must communicate clearly and correctly to a wide variety of audiences, **all written work will be graded for correct use of Standard Written English.**
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For example:

Subject: EDUC ### - Question about X

Body:

Dear Dr. Fries,

Type your email here, addressing only one issue, being sure to reference which course this concerns and that you are using proper spelling, grammar, and punctuation.

Thank You/Sincerely/Best/Etc.

Your First and Last Name; Your FMU ID #

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EDUC 432 COURSE SCHEDULE – Spring 20XX (tentative)

WEEK	TOPICS and Assignments Due
1.	
2.	Getting Started Module Due
3.	IRIS Module Due
4.	AFIRM Module Due
5.	
6.	
7.	Various dates (weeks 5-9) – Chapter Application activities due
8.	
9.	
10.	Chapter activity presentation Due
11.	Chapter activity Response Due (discussion board)
12.	
13.	Case Study Summary due
14.	
15.	Final exam due

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: X New Course Course Modification

Department/School EDUC Date 08/27/2023

Course No. or Level 433 Title Methods for Teaching Individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities, Grades 8 - 12

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites: EDUC Co-requisite: None
 431 and 432

Enrollment expectation 20

Indicate any course for which this course is a (an)

 modification
(Proposed change in course title, course description, course content or method of instruction)

 substitute
(The proposed new course replaces a deleted course as a General Education or program requirement.)

 alternate
(The proposed new course can be taken as an alternative to an existing course.)

Name of person preparing course description Dr. Karen M. Fries

Department Chairperson's/Dean's Signature *[Signature]* 9/12/23

Provost's Signature *[Signature]*

Date of Implementation Fall 2024

Date of School/Department approval 10-2-2023

Catalog description:

- Purpose:
1. **For Whom (generally?)** This undergraduate course is for students in one of our education majors, Autism and Neurodiversity, who need to become familiar with methods and strategies to teach students in grades 8 -12 with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). This course is part of an initial certification program in the special education area of Multi-Categorical disabilities.
 2. **What should the course do for the student?** This course will encourage the student to become a critical thinker, problem solver, and decision-maker as an advocate for individuals with Autism Spectrum Disorder and Neurodevelopmental Disabilities (ASD/ND). The course is focused on instructional approaches, strategies, and materials essential to the teacher candidate's ability to address

the varied academic and behavioral needs of students with ASD/ND in grades 8-12. Building on an understanding of the foundations, characteristics, and effective strategies for students with ASD/ND, the course will examine explicit instruction, the use of evidence-based and high-leverage practices, and incorporating all necessary accommodations, modifications, strategies, techniques, instructional and assistive technologies to support student learning. Participants will learn how to assess, plan, deliver and monitor lessons/specially designed instruction in ways that are tailored to align with both Individualized Education Program (IEP) goals and College and Career Readiness (CCR) state standards.

Teaching methods planned: As this undergraduate course is designed for college students who wish to earn initial licensure in multi-categorical special education with a focus on ASD/ND (grades PreK-12), the course format will be face-to-face delivered in a synchronous manner. Strategies for pre-service special education teachers and others working with individuals with ASD/ND will be provided, focusing on grades 8-12. Overview of instructional issues, inclusion, curriculum development, and teaching strategies/methods for moving from school to adult life, including fostering self-determination, transition to adulthood, and Read to Succeed requirements will be embedded into this course.

Textbook and/or materials planned (including electronic/multimedia):

(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson.
(Students will use this same textbook for all three methods classes).

The course will also include select modules from the IRIS center:

<https://iris.peabody.vanderbilt.edu/module/tran/>

and the Transition Alliance of South Carolina [Home - Transition Alliance of SC](http://Home-TransitionAlliance.org)
(transitionalliancesc.org)

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

Course syllabus is attached.

When completed, forward to the Office of the Provost.



EDUC 433:
Methods for Teaching Individuals with Autism Spectrum Disorder
and Neurodevelopmental Disabilities, Grades 8 - 12
Fall or Spring 20XX

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting times and meeting Location: TBD

Course Description

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Prerequisite/Corequisite:

Prerequisite – EDUC 431 (Methods for grades PreK-2); EDUC 432 (Methods for grades 3-7)

could be pre-requisite or co-requisite depending on scheduling.

Textbook:

(Required) Wheeler, J.J., Mayton, M.R., & Carter, S. L. (2015). *Methods for teaching students with autism spectrum disorder: Evidence-based practices, 1st edition*. New York, NY: Pearson. (Students will use this same textbook for all three methods classes).

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and the Transition Alliance of South Carolina Home - Transition Alliance of SC
(transitionalliancesc.org)

Francis Marion University Conceptual Framework

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess:
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills including:
 1. The ability to plan instruction
 2. The ability to apply skills and knowledge in a clinical setting
 3. The ability to cause learning in P -12 students
 4. The ability to assess learning and learners
 5. The ability to work with children of poverty
 6. The ability to use technology
- II. Caring teachers:

Exhibit Professional Dispositions

 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Objectives - Upon completion of this course:

Objective	Conceptual Framework Standards	CEC Standards	CAEP Standards
Students will demonstrate the ability to modify activities, adapt materials, and/or develop strategies that address the needs of students with ID/DD/ASD in an area classroom at the K-12 level.	I A, II B,	1, 2, 3, 5	1a. 1b 1c
Students will explain the theoretical basis for modifications and adaptations undertaken.	I A	3, 5	1a.
Students will demonstrate the ability to incorporate	I A., II, B,C, D	3, 5	1a. 1b. 1c 1d

appropriate assistive technological supports to enhance students' reading and language achievement.			
Students will demonstrate the ability to monitor and assess the progress of students with ID/DD/ASD.	I A, II B	4	1d.
Students will demonstrate the ability modify instructional approaches based on the analysis of the performance data obtained.	I A, II B, D	3, 4, 5	1b. 1d
Students will explain the rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).	I A	1, 4, 5	1d.
Students will demonstrate the ability to evaluate their instructional practices.	I A, II B	6	1c. 1d.
Students will demonstrate the ability to evaluate instructional interventions for students with ID/DD/ASD through meaningful pre-and post-assessments and collaboration with the classroom teacher.	I.A II, B, D	4, 6, 7	1a 1b 1c 1d

Course Content

The course will include 4 modules:

Module 1: Fostering Self-Determination

Module 2: Transition to Adulthood

Module 3: Enhancing Quality of Life

Module 4: Indicator 13 - from ed.sc.gov; [Indicator 13 Module Interactive Notes \(sc.gov\)](#)

Course Activities and Assignments

Getting Started Module (5 points)

You will complete all activities under the Getting Started Module, including an affirmation form and initial "getting to know you" post to the in-class discussion board.

IRIS Module – Assessment Questions (20 points)

This will take the form of an individual, partner, or small group assignment. You will access one IRIS module online (<https://iris.peabody.vanderbilt.edu/>) and submit answers to the Assessment questions found in the module. To make it easier for you, the assessment questions are in a word document under the Assignments tab on BB, which is also where you will access the module. You can just type your answers into the word doc and submit that under the assignment tab. This will be an in-class assignment.

Work through TASC module and submit guided notes (15 points)

This will take the form of an individual, partner, or small group assignment. You will work through one Transition Alliance of South Carolina (TASC) module and submit the corresponding guided notes. You can access the module here [Virtual Transition Learning Resources - Transition Alliance of SC \(transitionalliancesc.org\)](#) or under the Assignments tab on BlackBoard as a link under the "TASC module" folder. You will find the guided notes (your actual assignment) as a word document under the same folder.

Chapter Application Activities (10 points each, 50 points total)

This will take the form of an individual, partner, or small group assignment. You (and your partner/small group) will complete a minimum of five (5) Chapter Application Activities (CAA) from across the textbook. There are a wide variety of CAAs throughout the textbook, each with different requirements. You (and your partner/small group) will choose the five CAA to complete by the given due dates. These will take place either in class or on your own time outside of class.

Chapter Application Activity Presentation – 15 points

You (and your partner/small group) will choose an additional CAA (not the five you completed above) and present one (1) CAA to your peers in class. A sample will be provided via a video clip and an in-class example. If it is an activity that requires “children,” you can teach the CAA to your classmates or someone else in your group, and for some CAA, you don’t even need children in order to “teach” the lesson. The purpose is to get you familiar with how to implement some of the strategies included in the CAA throughout the textbook.

Chapter Activity response (5 points) – Discussion Board

This will take the form of an individual assignment. You will respond to ONE of your classmates’ presentations, watching how they presented the chapter activity to their “students.” Do you agree with how they used the activity? Can you think of any other ways to use the activity for students with ASD/ND? Have you seen that particular activity used in a classroom before, etc.? You will make a post to an in-class discussion board after the presentations.

Case study summary (10 points)

You will read one case study and submit the answers to the questions at the end of the case study. The case studies will provide you with real-world examples of how to instruct students with ASD/ND. You may choose to work with a partner or small group.

Final exam (25 points)

You will complete one cumulative final exam via BlackBoard. This will take place at the end of the semester.

KEY DUE DATES

Week 2 – Getting Started Module due
Week 3 – IRIS module due
Week 4 - TASC module due
Various dates - Chapter application activities due
Week 10 - Chapter activity presentation due
Week 11 – Chapter activity presentation Response due (discussion board)
Week 13 - Case Study Summary due
Week 15- Final exam due

Course Evaluation

Assessment of your performance in this course involves the activities discussed above. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Points	Descriptor
A	90% - 100%	130-145	Distinction
B+	85%- 89%	123-129	
B	80% - 84%	116-122	Above Average
C+	75% - 79%	108-115	
C	70% - 74%	101-107	Average
D	65% - 69%	94-100	Below Avg.
F	Below 70 %	93.9 and below	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

COMPONENT	POINTS
Getting Started module	5 points
IRIS module	20 points
TASC module	15 points
Chapter Application activities	50 points
Chapter Activity presentation	15 points
Chapter Activity Response	5 points (in-class discussion board)
Case Study Summary	10 points
Final exam	25 points
Total Points	145 points

Course Policies

- As this is a course preparing you for your profession, you are expected to **be in class on time**. Because it is important to your future role as a teacher, class members are encouraged to attend every class session. The FMU Attendance Policy will be strictly followed for EDUC 433. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. **For ECUC 433, you are allowed to miss NO MORE THAN FOUR CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. Each absence and/or two tardies will result in a 7-point penalty from the final total points earned.**

- The syllabus, assignments, and power points for class are posted on Blackboard. Grades and class announcements will be posted on Blackboard. It is **your responsibility** to check Blackboard for announcements and updates.
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EDUC 433 COURSE SCHEDULE – Fall or Spring 20XX (tentative)

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3.	IRIS Module Due
4.	TASC Module Due
5.	
6.	
7.	Various dates (weeks 5-9) – Chapter Application activities due
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**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Check the appropriate box: ☒ New Course ☐ Course Modification

Department/School: School of Education Date: September 5, 2023

Course No. or Level: 491 Title: Directed Teaching in Multi-Categorical: Autism Studies

Semester hours: 12 Clock hours: Lecture XX Laboratory:

Prerequisites: All undergraduate coursework must be completed. PRAXIS exams passed.

Corequisites: PSYC 401 (2 credits), EDUC 487 (3 credits)

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternative to an existing course.)

Name of person preparing course description: Dr. Cindi Nixon

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation: Fall 2024

Date of School/Department approval: 10-2-2023

Catalog description: This course is a supervised directed teaching experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

The internship is a planned sequence of experiences in the Multi-Categorical: Autism Studies undergraduate program. It is conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During the directed teaching semester, the student must demonstrate the competencies identified for the multi-categorical teaching field in an appropriate PK-12 grade level setting. Supervised, field-based experiences in observation, instruction, and administration of programs for students who have been identified as having multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. In addition, the student participates in 2-3 seminars scheduled throughout the semester.

Purpose:

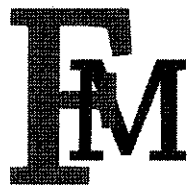
1. **For Whom:** This course is developed for the students in the Multi-Categorical: Autism Studies program. EDUC 491 is a full semester of their directed teaching experience. Students will also be involved in a seminar series throughout the semester.
2. **What should the course do for the student?** This is the final course that students will complete prior to graduation. This course serves as the culmination of their course work and will demonstrate that they possess the pedagogy skills and knowledge to be a certified teacher working with students who have autism.

Teaching method planned: Directed student teaching experience, students will attend 5 days of classes at the beginning of the semester on campus and then be placed in a public school classroom. Student interns will be supervised by the public school mentor and a FMU supervisor.

Textbook and/or materials planned (including electronic/multimedia):
No textbook is required.

Course Content:

Student Interns will employ content knowledge, pedagogical content knowledge and skills and professional dispositions in classroom setting under the mentorship and direction of a university supervisor and mentor teacher. Course content includes the demonstration of effective teaching (instruction & planning), classroom management, demonstration of content knowledge and issues regarding ethical and professional behavior. Student interns will submit daily lesson plans and complete the Student Learning Objective. Students will be observed using the state approved NIET classroom observation form. The students will follow the ADEPT guidelines as outlined by the South Carolina Department of Education.



EDUC 491

Directed Teaching in Multi-Categorical: Autism Studies

Instructor: TBD
Office: School of Education
Phone/Voicemail:
Office Hours:
E-mail:

Meeting Time & Location

FMU campus: Face-to-Face

Assigned public school setting: Time determined by school setting, depending on each teacher candidate's school schedule

Course Description

This course is a supervised directed teaching experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities, to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

The internship is a planned sequence of experiences in the Multi-Categorical: Autism Studies undergraduate program. It is conducted in an approved school setting under the supervision and coordination of a University supervisor and a cooperating teacher. During the directed teaching semester, the student must demonstrate the competencies identified for the multi-categorical teaching field in an appropriate PK-12 grade level setting. Supervised, field-based experiences in observation, instruction, and administration of programs for students who have been identified as having multi-categorical disabilities, including autism spectrum disorder and neurodevelopmental disabilities. In addition, the student participates in 2-3 seminars scheduled throughout the semester.

Prerequisites: All Praxis exams must be passed, and all undergraduate coursework completed. All students must be cleared by the South Carolina Department of Education to student teach in a public school setting.

Corequisites to EDUC 491 (12 credits): PSYC 401 (2 credits), EDUC 487 (3 credits)

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers. The graduate level educator will demonstrate *teacher competencies* as measured by the following items listed in I & II. The graduate level educator will demonstrate attributes of a *caring teacher* through the Professional Disposition Assessment Form in five major areas listed in item II. You will be evaluated in this course using this disposition form.

- I. Competent teachers possess the
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills
 1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Course Content

The Clinical Experience will have duration consistent with the published requirements of the State of South Carolina Department of Education for initial licensure. The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The teacher candidate will demonstrate knowledge of state curriculum standards via the teacher candidate work sample (SLO) submitted in LiveText.

The goal of course is to generate, collect, organize, and present evidence that

CEC

Knowledge: The teacher candidate will understand....

Competencies

1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality

CEC 1

2. Effects an exceptional condition(s) may have on an individuals' life	CEC 2
3. The impact of mild-moderate disabilities on auditory skills, including perception, memory, and comprehension	CEC 1
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CEC 1
Skills: The teacher candidate will....	
1. Choose and administer assessment instruments appropriately for individuals with mild-moderate disabilities	CEC 4
2. Create and maintain records, systematically and efficiently, while maintaining confidentiality	CEC 6
3. Use a variety of assessment procedures, integrating formal and informal measures	CEC 4
4. Interpret information from formal and informal assessment instruments and procedures.	CEC 4
5. Report assessment results to individuals with exceptional needs, parents, administrators, and other professionals using appropriate communication skills.	CEC 7
6. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CEC 2
7. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CEC 5
8. Evaluate the results of instruction.	CEC 5
9. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	CEC 5
10. Use skills to enhance thinking processes.	CEC 5
11. Use research-supported instructional strategies and practice for teaching individuals with mild/moderate disabilities.	CEC 3
12. Modify speed of presentation and use of organization cues.	CEC 5
13. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with mild-moderate disabilities.	CEC 5
14. Interpret and use assessment data for instructional planning.	CEC 4
15. Prepare appropriate lesson plans that meet individual needs.	CEC 3
16. Select, adapt, and use instructional strategies and material according to characteristics of learner.	CEC 5
17. Sequence, implement, and evaluate individual learning objectives.	CEC 5
18. Use instructional time properly.	CEC 5
19. Establish and maintain rapport with learners.	CEC 1
20. Use verbal and nonverbal communication techniques.	CEC 3
21. Conduct self-evaluation of instruction.	CEC 6

- | | |
|---|-------|
| 22. Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CEC 5 |
| 23. Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CEC 3 |
| 24. Supervise and coordinate the work of paraprofessionals, classroom volunteers, and/or tutors. | CEC 7 |

Course Evaluation

Your performance in this course will be evaluated formatively through records of conferences between you and your cooperating teacher (CT), and the formal observations conducted by your university supervisor and CT. You will be expected to:

- Develop a conference schedule that is workable for your Cooperating Teacher and summarize the feedback you are receiving on the forms provided. These forms will be shared with your university supervisor.
- Arrange for appropriate ADEPT observations by qualified teachers and administrators in your school setting.
- Be observed by your university supervisor on at least four occasions (2-4 COR, 2-ADEPT) in which you are functioning in an instructional role appropriate for educators working with students who have mild/moderate disabilities.
- Meet with your university supervisor after each observation to discuss strengths, problems, and strategies for making improvements.
- Actively participate in parent-teacher conferences, including IEP and transition planning sessions, as appropriate in your instructional setting.
- Clearly identify problem areas and provide clear evidence that you are systematically working to correct deficiencies and are making appropriate progress in doing so.

Your performance in the course will be assessed summatively through the examination of your Student Learning Objective Project (SLO), and the consensus ADEPT evaluation in which you provide evidence to substantiate that you have developed the required CEC & state curriculum standards competencies. Your submissions, which reflect CEC & state curriculum standards, should include the following areas:

- Planning and management of instruction and the instructional environment (i.e. Lesson Plan/Observation);
- Delivery of instruction and rapport with students (Observation);
- Adaptations and modifications that support student learning, success and independence in a variety of settings (Lesson Plan/Observation);
- Record keeping and data-based decision-making system (IEP);
- Professional and ethical behavior in working with colleagues, parents, other professionals, and students (CT evaluation/IEP team member evaluation if appropriate).

The Student Learning Objective (SLO) and ADEPT observations will be evaluated, using rubrics and scoring criteria that indicate how well you have provided appropriate supportive evidence for each competency area, and how clearly and professionally you have presented it. Supportive evidence will include both artifacts (e.g., lesson plans, student products and performance records, lessons captured on video in conjunction with critiques by yourself and

others), and reflective statements indicating *how* the artifact(s) presented demonstrate your competence with respect to the CEC & state curriculum standards.

Your Cooperating Teacher and your university supervisor, jointly, will make the determination of whether you have demonstrated the competencies expected, at a level that would warrant certification. Those evaluations will be made on the basis of the progress made to date in meeting the specified standards, and in addressing areas of weakness or concern, in particular.

Benchmarks and Timelines:

The following benchmarks will be your guidelines to insure that you are making satisfactory progress throughout the internship experience once you are in the public school setting:

First week of classes	<ul style="list-style-type: none"> • Class sessions 9:00 to 3:30 on-campus 212 CEMC or Zoom, depending on distance. These classes are required! • Meet/contact with FMU Supervisor to establish supervision schedules, times for conferences, and contact (e.g., phone and e-mail) information.
1 st Friday of classes	<ul style="list-style-type: none"> • Meet with Cooperating Teacher (CT) to establish timelines, supervision schedules, expectations, and arrange for conference schedule. • Systematically review all records on students with whom you will be working. • Determine potential options for the SLO and first week of lesson plans
Week 1	<ul style="list-style-type: none"> • Submit 1st week lesson plans for evaluation. • Follow calendar and Livetext for specific dates
Week 2	<ul style="list-style-type: none"> • Arrange for observation by your CT (1st COR). Lesson plan provided in advance. • Review progress toward SLO completion. Your general organizational structure should be in place, along with a listing of the kinds of artifacts you have been (and will be) collecting as evidence of your proficiency. Set targets and timelines.
Week 3	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor (1st COR). The supervisor will review your records of conferences with your CT to insure that communication is clear (CT Weekly Summary Form). Lesson Plan provided in advance! • SLO (Feedback only) due via Live Text
Week 4	<ul style="list-style-type: none"> • Arrange for observation by your FMU Supervisor and CT (1st ADEPT). Progress in meeting ADEPT expectations will be assessed. This observation should take place in Week 5 or 6. • Schedule a zoom meeting with FMU supervisor to review your lesson plan for the ADEPT.

	<ul style="list-style-type: none"> Email your ADEPT lesson plan to your FMU Supervisor and CT at least 2 days in advance of the observation.
Week 5	<ul style="list-style-type: none"> Submit a lesson plan from the SLO for evaluation. Upload in BB for grading. ADEPT Observation with your FMU Supervisor and CT. Meet following your observation with your FMU supervisor to discuss progress in meeting ADEPT expectations and results of the mid-term evaluation. Review progress toward work sample completion, using targets and timelines established. Complete the reflection required and upload on BB.
Week 6	<ul style="list-style-type: none"> Collect and organize any records of your conference sessions with your CT and identify areas of strength and areas in need of improvement. Indicate what steps are being taken to improve areas of weakness and the extent to which progress has been made. Make final corrections, improvements, etc. in preparation for submission of your student learning objective.
Week 7	<ul style="list-style-type: none"> Arrange for observations by your FMU Supervisor (2nd COR) and CT (2nd COR). The supervisor will review your records of conferences with your CT to ensure that communication is clear (Weekly Summary sheets).
Week 8	<ul style="list-style-type: none"> Arrange for observation by your FMU Supervisor (3rd COR, if necessary). The supervisor will review your records of conferences with your CT. SLO (Feedback Only) due via Live Text.
Week 9	<ul style="list-style-type: none"> Arrange for observation by your FMU Supervisor and CT (2nd ADEPT). Submit lesson plan by email at least two days prior to your final ADEPT. Make necessary corrections, improvements, etc. in preparation for final submission of your SLO.
Week 10	<ul style="list-style-type: none"> Submit 3rd lesson plan for evaluation. Final SLO due via Live Text.
Week 11	<ul style="list-style-type: none"> Remind CT to evaluate your professionalism (e.g., IEP meetings, staffing conferences, meetings with parents, collaborative relationships with classroom teachers, and other professionals) via Form H & Appendix H. Remind CT & administration to complete FMU paperwork. Meet with FMU Supervisor. Complete your confidential evaluation of the student teaching experience.
Week 12	<ul style="list-style-type: none"> Meet with FMU Supervisor if needed Complete your evaluations of the CT and FMU Supervisor.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School: Occupational Therapy

Date: August 28, 2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level: OT 301

Title: The Sensory Experience and Differences with Processing

Semester hours: 3 **Clock hours:** **Lecture** 3 **Laboratory** 0

Prerequisites: None

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Dr. Rachelle Lydell

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation: Fall 2024

Date of School/Department approval: 8.28.2023

Catalog description:

This course offers strategies for educators to use in the classroom, on the playground, and to work with parents and caregivers to develop and enhance students' sensory experiences, in particular, those that struggle with sensory processing and sensory integration. An overview of the nervous system, neurodevelopment, neuroplasticity, how the developing child processes ordinary sensations, difficulties with processing information received from the eight senses, and types of sensory disabilities will be addressed. Emotional regulation, psychosocial development, play, and interprofessional collaboration will also be addressed through an analysis of implications for practice.

Purpose: 1. **For Whom (generally?)** Special Education Students in the new Autism Studies Major

2. **What should the course do for the student?** Prepare students with an understanding of the foundational underpinnings of sensory processing disorder and the issues which impede learning, and participation in a school setting. This course will expose students to implications for practice so that as teachers they can successfully facilitate students' successful participation within their classrooms.

Teaching method planned: Face-to-face utilizing strategies such as lecture, class discussions, group work, case studies, reflective journaling, mock interviewing, role play, and gaming.

Textbook and/or materials planned (including electronic/multimedia):

1. Abraham, D., Heffron, C., Braley, P & Drobnyak, L., (2015). Sensory Processing 101.
2. Carol Stock Kranowitz, & Miller, L. J. (2022). The out-of-sync child : recognizing and coping with sensory processing disorder. Tarcherperigee, An Imprint Of Penguin Random House.
3. Kostelyk, S., Greutman, H., (2018). Sensory processing explained: A handbook for parents and educators.

Course Content:

Week	Content
1	Course Overview Review of Syllabus Occupational Participation for Individuals with Disabilities
	Sensory Processing & The Foundations & Complexities of ASD
2	Understanding Sensory Processing Part 1 – A dynamic systems perspective: Neuroscience, Neurodevelopment, Neuroplasticity
3	Understanding Sensory Processing Part 2 – A dynamic systems perspective: The Eight Sensory Systems
4	Mental & Physical Conditions: Pervasive Developmental Disorder, PTSD, Generalized Anxiety Disorder
5	Sensory Conditions: Deafness and Loss of Hearing, Blindness and Low Vision
6	BREAK
7	Sensory Conditions: ADD, Autism Spectrum Disorder, Sensory Processing Disorder
8	Sensory Processing Challenges: Improving Motor Skills & Praxis
9	Sensory Integration: Addressing Psychosocial Differences, Behavior & Emotional Regulation
10	Strength Based Model of Client Centered Skill Development in the Natural Environment: Addressing Eating, Drinking and Mealtime Participation
11	Strength Based Model of Client Centered Skill Development in the Natural Environment: Promoting Play, Playfulness & Social Participation with an Interprofessional Team

Week	Content
12	Sensory Integration: Strategies, Tips & Tools to Enhance Work, Driving and Community Participation in Adulthood
13	Community Profile Presentations
14	Brochure Presentations
15	FINAL EXAM

When completed, forward to the Office of the Provost.



**Francis Marion University
School of Health Sciences
Occupational Therapy Program**

Course Number: OT 301
Course Title: The Sensory Experience and Differences with Processing
Semester: TBD
Level: Undergraduate
Credits: 3

Instructor: Dr. Rachelle Lydell, OTD, MSOT, OTR/L
Phone: 843-661-1667
E-Mail: rachelle.lydell@fmarion.edu
Office Hours: TBD

Course Prerequisites: None

COURSE DESCRIPTION:

This course offers strategies for educators to use in the classroom, on the playground, and to work with parents and caregivers to develop and enhance students' sensory experiences, in particular, those that struggle with sensory processing and sensory integration. An overview of the nervous system, neurodevelopment, neuroplasticity, how the developing child processes ordinary sensations, difficulties with processing information received from the eight senses, and types of sensory disabilities will be addressed. Emotional regulation, psychosocial development, play, and interprofessional collaboration will also be addressed through an analysis of implications for practice.

Course Student Learning Outcomes	Evaluation Methods
1. Identify basic terms about the foundation blocks of early childhood growth and development	Exam
2. Discuss how the developing child processes ordinary sensations	Exam
3. Compare the scope and types of sensory disabilities/ sensory impairment	Exams
4. Examine how neurodevelopmental conditions impact occupational performance and childhood experience.	Exams

5. Compile information on conditions, community resources, and patient and caregiver educational information for practice	Health Literacy Wellness Brochure Exams
6. Explain the importance of early engagement in play in the development and promotion of socioemotional skills for individuals and families touched by sensory processing impairment.	Health Literacy Wellness Brochure Exams
7. Identify the signs and symptoms of sensory processing impairment and evaluate how it influences occupational participation.	Occupational Profile and Pathophysiology Project
8. Demonstrate basic knowledge of the World Health Organization Model of International Classification of Function, Disability and Health, and the OT (Occupational Therapy) Practice Framework.	Occupational Profile and Pathophysiology Assignment
9. Appraise how early identification, interprofessional collaboration, and advocacy impact the ability to address dysfunctions in occupational performance which occur within the home, classroom and on the playground.	Occupational Profile and Pathophysiology Assignment Exams
10. Analyze the epidemiological factors that impact public health and welfare of populations diagnosed with Autism.	Health Literacy Wellness Brochure
11. Demonstrate knowledge of practice implications	Occupational Profile and Pathophysiology Project

Required Textbooks:

Abraham, D., Heffron, C., Braley, P & Drobnjak, L., (2015). Sensory Processing 101.

Carol Stock Kranowitz, & Miller, L. J. (2022). The out-of-sync child : recognizing and coping with sensory processing disorder. Tarcherperigee, An Imprint Of Penguin Random House.

Recommended Textbook:

Kostelyk, S., Greutman, H., (2018). Sensory processing explained: A handbook for parents and educators.

Teaching Learning Strategies.

Specific methodologies used in the class include lecture, guided discussion, written assignments, student response systems, and games for in-class assessment.

Methods of Evaluation:

To progress in the program, the student must achieve a course grade of C or better (*FMU Catalog, current edition*).

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding:

Per program policy, only final grades will be rounded. Final Grades of 0.05 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded up to 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

EVALUATION METHODS

Methods	Points
Exams (4)	40
Community Member Occupational Profile and Pathophysiology Analysis Identify a community member diagnosed or a parent of a child with a diagnosis of Autism willing to be interviewed for this assignment. Obtain consent document from the individual. Complete an occupational profile interview, approximately 30 minutes with the client, either audiotaped or videotaped, at their request. Document the interview according to the Occupational Profile template. Append a pathophysiology report that summarizes 5-10 key factors of this condition, with the signs, symptoms and functional deficits associated with the pathophysiology of the individual you are working with. Provide your occupational profile to your interviewee for their review and approval before submitting to the course. Document your occupational profile and pathophysiology analysis on a PPT presentation, utilizing no more than 8 slides, not including references, which should be on a separate slide. In text referencing should be used on each slide as appropriate. Utilizing Panapto, tape a 5 minute summary presentation of your project. Email the project to the instructor, who will post it in a folder on the course site. All students will participate in a seminar presentation of the projects.	25
Activity Recommendation & Wellness Brochure Partner with an individual in the course, as you will develop this assignment based on the Occupational Profile of the community member/child that either you or your partner completed. Utilizing your creativity and knowledge of the topic and that individual, develop a brochure that incorporates facts, wellness principles and activities specific to the individual and/or for the parent(s) of this individual. The brochure should consider the condition's characteristics, the occupational profile of the individual, and their ability to access and process health-related information. Upon instructor's approval, this brochure will be shared with the community participant.	15
Final Exam	20
Total Points	100

ACADEMIC INFORMATION

Attendance Policy:

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than fifteen percent (15%) of required sessions during accelerated semesters, a grade of "F" or "W" will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance, which means there can be no further absences at all. If a student violates the stated attendance

policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

Online participation is necessary for any courses offered online.

Test Taking Guidelines:

Before each quiz/test/exam students will:

- Place all belongings, including cell phones & technological watches/devices, at the front or sides of the classroom.
- The proctors will keep their cell phones in view in case of a Swamp Fox Alert. All student phones must be turned OFF. If a student has a cell phone/watch at his or her desk during a quiz or test, the student will receive an automatic zero "0".
- Once a quiz/test/exam is started the student cannot leave.
- Once a student accepts a quiz/test/exam, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted quiz/test/exam, the grade stands as is.

Written Paper Requirements:

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learn System unless instructed otherwise.

E-mail:

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students must have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email students within 24 hours except weekends and holidays. Email to all faculty and students in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Social Networking Policy:

Students are encouraged to use their most professional judgment regarding Internet social networking sites. Information and/or pictures about the FMU OT program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

FMU Non-Discrimination Policy:

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate based on race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status, or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights (www.ed.gov/ocr). Specific questions may be referred to the University's Title IX Coordinator (titleixcoordinator@fmarion.edu)

Student Responsibilities:

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, and the *University Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the student.

Americans with Disabilities Act (ADA):

If a student has a documented disability and requires special assistance or accommodation, they should contact the University Counseling and Testing Center. Accommodations will be made with proper documentation from the University Counseling and Testing Center. The student must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the student would like to use the accommodations. If at any time during the semester the student's accommodation needs to be altered, the student will provide documentation from the University Counseling and Testing Center.

Grievance Procedure:

The Department of Occupational Therapy adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled professionally. Discussion and problem solving of issues should be based on facts. Resolution should acknowledge the satisfaction of all parties, but must maintain the integrity of the OT program. If the issue(s) cannot be resolved through the procedures above, a formal grievance may be filed as described in the current edition of the *University Student Handbook*.

Guidelines for Faculty Appointments:

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

Academic Dishonesty:

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Code of Ethics:

The School of Health Sciences subscribes to the "Code of Student Conduct" as defined in the "Students' Rights and Responsibilities" section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the OT profession.

HIPAA:

The Francis Marion University Occupational Therapy Program is compliant with the Privacy Rules of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is important to remember to be compliant with the HIPPA rules in class and clinic.

Definition of Unprofessional Behavior:

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or students of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior:

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences' student towards another student, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward it to his/her course coordinator or academic advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the

complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog*.

3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Department Chair and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

****All academic warnings are cumulative throughout the program.**

Computer Use:

Because computers are an essential learning tool, every student must have their own laptop or portable computer. The minimum configuration should include:

- The latest versions of Microsoft Windows and Microsoft Office, including Word and PowerPoint
- Wireless Internet access
- A webcam (either built-in or USB; required for off-campus online testing)
- Other hardware specifications consistent with those of your Internet provider.

Students may also use tablets, iPads, or Surface computers. No Android devices are acceptable. All devices must have at least a 90-minute battery capacity when fully charged since some classrooms do not provide individual electrical outlets for students. Personal handheld devices are recommended that can download eBooks for reference. If a student does not have a handheld device, they will be able to purchase a paper copy of the book.

Other Computer Access on Campus:

FMU's Academic Computer Center and the Computer/ Student Lounge in the LNB and CCHS are open to all enrolled students. Access to the laboratory may require a valid University ID Card. Students are required to supply their own external drives and printer paper.

The software and documents available are copyrighted products and may not be reproduced, in part or in whole, for any purpose. Students must follow all FMU policies regarding disk write rights, piracy, viruses, climate, and media when working in the computer lab.

Acceptable Uses of the Internet:

Guidelines for acceptable Internet use are available in the FMU Catalog and on the Academic Computing section of the FMU website (www.fmarion.edu).

Printing:

Printers are located throughout the FMU campus. See the current *FMU Catalog* for printing policies.

Disclaimer:

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify students in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

TOPICAL OUTLINE

Week	Content
1	Course Overview Review of Syllabus Occupational Participation for Individuals with Disabilities
	Sensory Processing & The Foundations & Complexities of ASD
2	Understanding Sensory Processing Part 1 – A dynamic systems perspective: Neuroscience, Neurodevelopment, Neuroplasticity
3	Understanding Sensory Processing Part 2 – A dynamic systems perspective: The Eight Sensory Systems
4	Mental & Physical Conditions: Pervasive Developmental Disorder, PTSD, Generalized Anxiety Disorder
5	Sensory Conditions: Deafness and Loss of Hearing, Blindness and Low Vision
6	BREAK
7	Sensory Conditions: ADD, Autism Spectrum Disorder, Sensory Processing Disorder
8	Sensory Processing Challenges: Improving Motor Skills & Praxis
9	Sensory Integration: Addressing Psychosocial Differences, Behavior & Emotional Regulation
10	Strength Based Model of Client Centered Skill Development in the Natural Environment: Addressing Eating, Drinking and Mealtime Participation
11	Strength Based Model of Client Centered Skill Development in the Natural Environment: Promoting Play, Playfulness & Social Participation with an Interprofessional Team
12	Sensory Integration: Strategies, Tips & Tools to Enhance Work, Driving and Community Participation in Adulthood
13	Community Profile Presentations
14	Brochure Presentations
15	FINAL EXAM

Community Member Occupational Profile and Pathophysiology Analysis Rubric
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Name:

<i>Occupational Profile 60%</i>	
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Criteria	Points
Conducts an interview in an appropriate manner, establishing rapport, informed consent, and client centered.	10
Records interview with clarity.	5
Documents all relevant areas on occupational profile template comprehensively, will being as concise as possible	10
Documents all relevant areas on occupational profile template with appropriate terminology and grammatical skills.	10
Demonstrates understanding of the basic concepts of the OT Practice	15

Analyzes interview content with insight as applied to course concepts, ie: social, cultural, economic, political, and diversity factors as well as occupational balance.	10
<i>Pathophysiology 30%</i>	
Provides 5-10 key factors with signs, symptoms, functional deficits	20
Demonstrates understanding of pathophysiology in manner material is paraphrased from resources., minimizing use of quotes.	10
<i>Presentation 10%</i>	
Addresses content within time parameters (5 min)	2
Presents with accuracy, confidence and clarity	4
Utilizes PPT and screencast in a clear and creative manner.	4
Total	
Comments:	

Activity Recommendation & Wellness Brochure Rubric	
Name:	
Criteria	Points
Brochure content reflects understanding of the condition and its impact on occupational performance.	25
Brochure is 2 pages, back to back, formatted clearly and includes graphic design elements	25
Brochure is directed toward wellness and occupation.	25
Utilizes principles of health literacy suggested by resources, as appropriate to client and incorporates at least one component that reflects an epidemiological perspective.	25
Total	

Comments:	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 x New Course Modification

Department/School Speech-Language Pathology

Date 08/25/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level SLP 412

Title Assistive Technology

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Rebekah Wada

Department Chairperson's/Dean's Signature Francis Burns

Provost's Signature J. Allison

Date of Implementation Fall 2024

Date of School/Department approval August 23, 2023

Catalog description:

This course is an overview of assistive technology, including augmentative and alternative communication, and its use in schools. Students will be introduced to types of assistive technology and augmentative and alternative communication modalities and principles of how to integrate assistive technology and augmentative and alternative communication into the classroom to support participation and learning.

Purpose:

1. **For Whom (generally?)**

The course is designed for speech-language pathology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.

2. **What should the course do for the student?**

Students will be able to demonstrate knowledge of different types of assistive technology (AT) and augmentative and alternative communication (AAC). Students will be able to select appropriate AT and AAC methods to use within the classroom. Students will be able to integrate AT and AAC options into the classroom.

Teaching method planned: Lectures, cooperative learning, problem-based learning

Textbook and/or materials planned (including electronic/multimedia):

Dell, A.G., Newton, D.A., & Petroff, J.G. (2017). *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities*, 3rd Edition. Pearson. ISBN-13: 9780134276991.

Sienkiewicz-Mercer, R., & Kaplan, S.B. (1996). *I Raise My Eyes to Say Yes*. Whole Health books. ISBN-10: 0964461633

Wisconsin Assistive Technology Initiative (2009). *Assessing Students' Needs for Assistive Technology*. WATI.

Course Content:

Students will receive an overview of AT and its application to children in schools. Information will be provided about different types of AT and how AT can be used to improve student access to the curriculum. Specific strategies will be discussed regarding access to math, reading, and writing. The use of AT in behavior management will be addressed. Additionally, students will learn about AAC and its application to learners with autism spectrum disorder and other neurodevelopmental disorders. A discussion on assessment of need and how to acquire AT and AAC devices will be covered. How to document AT and AAC in individualized education plans (IEPs) will also be reviewed. Students will receive hands-on practice with using various AT and AAC materials. Problem-based learning will be employed to provide students with practice applying knowledge to case studies.

When completed, forward to the Office of the Provost.

Francis Marion University
School of Health Sciences
Department of Speech-Language Pathology

COURSE TITLE: Assistive Technology

COURSE NUMBER: SLP 412

LEVEL: Elective

CREDITS: 3

COURSE PREREQUISITES: None

COURSE DESCRIPTION:

This course is an overview of assistive technology, including augmentative and alternative communication, and its use in schools. Students will be introduced to types of assistive technology and augmentative and alternative communication modalities and principles of how to integrate assistive technology and augmentative and alternative communication into the classroom to support participation and learning.

TEXTBOOK(S) & MATERIALS

Required

Dell, A.G., Newton, D.A., & Petroff, J.G. (2017). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities, 3rd Edition. Pearson. ISBN-13: 9780134276991.

Sienkiewicz-Mercer, R., & Kaplan, S.B. (1996). I Raise My Eyes to Say Yes. Whole Health books. ISBN-10: 0964461633

Wisconsin Assistive Technology Initiative (2009). Assessing Students' Needs for Assistive Technology. WATI.

Note: Available for free online at: <http://www.wati.org/free-publications/assessing-students-needs-for-assistive-technology/>

Additional readings may be assigned throughout the course by the instructor.

COURSE OBJECTIVES

STUDENT LEARNING OUTCOMES (SLOs):

Upon successful completion of this course, students will be able to:

Student Learning Outcome	Measured by:
1. Demonstrate knowledge of types of assistive technology.	Reviews Activity Sequence Curriculum Integration Assignments
2. Demonstrate knowledge of types of augmentative and alternative communication.	Activity Sequence Communication Board Curriculum Integration Assignments
3. Demonstrate knowledge and skills in selecting appropriate assistive technology and augmentative and alternative communication devices.	Curriculum Integration Project 1 Curriculum Integration Project 2
4. Demonstrate knowledge and skills in integrating assistive technology and	Curriculum Integration Project 1 Curriculum Integration Project 2

COURSE PLAN:

ASSIGNMENTS

Activity Sequence

Students will create an activity sequence to assist in behavior management in response to a case study.

Communication Board

In response to a case study, students will create a communication board that can be used during a typical classroom activity. This assignment targets student's knowledge of AAC, technical knowledge of a software used to create the board, and ability to integrate knowledge into practice.

FORMATIVE ASSESSMENTS

Formative experiences will measure your acquisition of knowledge and skills and are assessed throughout the semester. This class discussions and class assignments.

Curriculum Integration Assignments

Throughout the semester, students will practice identifying how to support autistic learners through assistive technology for a variety of classroom activities. Specific curriculum topics targeted will include reading, writing, and mathematics. Additionally, how to improve student access to technology will be examined. Throughout all curriculum integration projects, students will consider the best supports for the autistic learner by considering aspects related to diversity (including considering native language, racial/ethnic background, and socioeconomic status).

Reviews

Students will review applications, websites, and a book with material relevant to the course content. Reviews will consider the applications, website, or books published purpose, the ease of access, and ratings on usability, and other aspects.

SUMMATIVE ASSESSMENTS

The summative experience will be your curriculum integration projects (1 & 2) which will assess your ability to acquire and synthesize the knowledge and skills learned in class.

Curriculum Integration Project 1

Students will be divided into groups and provided with a case study. Based on the information provided, students will identify what assistive technology components are necessary to increase participation in the classroom. Students will consider the best supports for the learner by considering aspects related to diversity (including considering native language, racial/ethnic background, and socioeconomic status) along with academic factors. Students will justify their selections.

Curriculum Integration Project 2

Students will be divided into groups and provided with a case study. Based on the information provided, students will identify what assistive technology components are necessary to increase participation in the classroom. Students will consider the best supports for the learner by considering aspects related to

diversity (including considering native language, racial/ethnic background, and socioeconomic status) along with academic factors. Students will justify their selections. Points will be divided between a presentation and the final written product. Specific instructions will be provided in Blackboard.

GRADING SCALE:

The final grade will be based upon points earned for all course assignments.

A = 90 -100

B+ = 85 - 89

B = 80 - 84

C+ = 75 - 79

C = 70 - 74

D+ = 65 - 69

D = 60 - 64

F = 59 and below

Course Schedule At-A-Glance

Week	Topics	Required Readings	Assignments
Week 1	Introduction to Assistive Technology	• Chapter 1	
Week 2	Considerations for Vision, Hearing, Mobility, & Seating	• WATI chapters 2, 12, & 13	
Week 3	Supporting Writing	• Chapter 2 • WATI Chapter 5 – 6	Curriculum Integration: Writing
Week 4	Supporting Reading	• Chapter 3 • WATI Chapter 7	Curriculum Integration: Reading
Week 5	Universal Design for Learning and Differentiated Instruction	• Chapter 4	Reviews: eBook Sites
Week 6	Supporting Mathematics	• Chapter 5 • WATI Chapter 8	Reviews: Math Applications
Week 7	Software Training: LessonPix		Curriculum Integration Project 1
Week 8	Supporting Behavior	• Chapter 7	Activity Sequence
Week 9	Supporting Communication: AT	• Chapter 6 • WATI Chapter 3	Reviews: Personal Perspective on Book
Week 10	Supporting Communication: AAC Part 1	• Chapters 10 – 12	
Week 11	Supporting Communication: AAC Part 2	• Chapters 10 – 12	Communication Board
Week 12	Supporting Access to Technology	• Chapters 8 – 9 • WATI Chapter 4	Curriculum Integration: Access to Technology
Week 13	AT/AAC Assessment	• WATI Chapter 1 • Chapter 13	
Week 14	Obtaining AT/AAC	• WATI Chapter 16 • Chapter 14	
Week 15	Documenting AT/AAC	• WATI Chapter 15 • Chapter 14	
Week 16/Finals	Curriculum Integration Presentations		Curriculum Integration Project 2

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

x New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 357

Title Conceptual Foundations of Behavior Analysis

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Captal D. Hill-Chapman

Provost's Signature J. Gloria

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g., selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

Purpose: 1. **For Whom (generally?)**

The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.

2. **What should the course do for the student?**

Students will be able to (1) distinguish between the three levels of operant selection, (2) distinguish between radical and methodological behaviorism, and (3) distinguish between the verbal operants.

Teaching method planned: Lectures and active learning activities

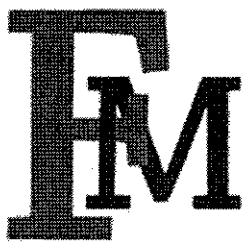
Textbook and/or materials planned (including electronic/multimedia):

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied Behavior Analysis. Upper Saddle River, New Jersey: Pearson Education, Inc.

Course Content:

Week	Topic	Reading	Assignments
1	Introduction, History of Behavior Analysis	Cooper Ch 1-2 Baer, wolf, & Risley, 1968	Quiz 1
2	Operant Behavior	Cooper Ch 3	Quiz 2
3	Measuring Behavior	Cooper Ch 4 Skinner, 1977	Quiz 3
4	Positive Reinforcement	Cooper Ch 11	Quiz 4
5	Negative Reinforcement	Cooper Ch 12	Quiz 5
6	Schedules of Reinforcement	Cooper Ch 13	Quiz 6
7	Positive and Negative Punishment	Cooper Ch 14-15	Quiz 7, 8
8	Motivating Operations	Cooper Ch 16	Quiz 9
9	Stimulus Control	Cooper Ch 17	Quiz 10
10	Extinction	Cooper Ch 21	Quiz 11
11	Antecedent Interventions	Cooper Ch 23	Quiz 12
12	Functional Behavior Assessment	Cooper Ch 24	Quiz 13
13	Verbal Behavior	Cooper Ch 25	Quiz 14
14	Generalization and Maintenance	Cooper Ch 28	Quiz 15
15	Course Review		

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology
Autism Studies Major: Applied Behavior Analysis Course Sequence

Course Title: Conceptual Foundations of Behavior Analysis
Course Number: PSYC 357
Credit Hours: 3
Day and time: TBA

Faculty: TBA

Course Description

This course reviews the conceptual and philosophical foundations of behavior analysis along with the subfields within behavior analysis (the experimental analysis of behavior, applied behavior analysis, and professional practice). The course also reviews the dimensions of applied behavior analysis and how the field is demarcated from other applied psychologies. An emphasis is placed on ensuring students understand the goals of a scientific study of behavior (description, prediction, and control) and associated philosophical underpinnings and assumptions (e.g, selectionism, pragmatism, empiricism, determinism, behaviorism, and parsimony). Course content is drawn from a textbook and seminal articles concerned with radical behaviorism and a natural science approach to the study of behavior.

Task List Items Covered

A. Philosophical Underpinnings

- A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
- A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
- A-3 Describe and explain behavior from the perspective of radical behaviorism.
- A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
- A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

- B-1 Define and provide examples of behavior, response, and response class.
- B-2 Define and provide examples of stimulus and stimulus class.
- B-3 Define and provide examples of respondent and operant conditioning.
- B-4 Define and provide examples of positive and negative reinforcement contingencies.
- B-5 Define and provide examples of schedules of reinforcement.
- B-6 Define and provide examples of positive and negative punishment contingencies.
- B-7 Define and provide examples of automatic and socially mediated contingencies.
- B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.

- B-9 Define and provide examples of operant extinction.
- B-10 Define and provide examples of stimulus control.
- B-11 Define and provide examples of discrimination, generalization, and maintenance.
- B-12 Define and provide examples of motivating operations.
- B-13 Define and provide examples of rule-governed and contingency-shaped behavior.
- B-14 Define and provide examples of the verbal operants.
- B-15 Define and provide examples of derived stimulus relations.

Course Objectives

1. Describe the history and development of the field of applied behavior analysis.
2. Describe how behavior is lawful.
3. Distinguish between the three levels of operant selection (phylogeny, ontogeny, cultural).
4. Describe the following basic attitudes of science: determinism, empiricism, parsimony, pragmatism.
5. Describe environmental explanations of behavior.
6. Distinguish between radical and methodological behaviorism.
7. Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.
8. Describe the measurable dimensions of behavior and determine appropriate measurement procedures.
9. Define and describe the basic concepts and principles of behavior, including: operant conditioning, respondent conditioning, reinforcement, extinction, differential reinforcement, schedules of reinforcement, stimulus control, punishment, and aversive control.
10. Distinguish between the verbal operants (mand, tact, echoic, intraverbal).

Textbook(s):

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Articles

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.

Skinner, B. F. (1977). *Why I am not a cognitive psychologist*. *Behaviorism*, 5, 1-10.

Course Assessments / Assignments

Attendance and Participation (20%)

Students are expected to attend each class and be prepared to discuss assigned reading materials.

Multiple Choice Quizzes (30%)

A multiple choice blackboard quiz will be posted each week and will cover the readings.

Exams (50%)

This course includes exams that cover materials from the readings and the lectures.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	< 70

Academic Dishonesty Policy

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include, but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and any other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office and dealt with in accordance with the FMU Honor Code, outlined in the FMU Student Handbook. Academic dishonesty and other misconduct will also result in anything from a zero on the assignment to a failing grade for the course, solely at the discretion of the instructor.

Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from me without penalty.

Accommodations and Modifications

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable

accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

Tentative Course Schedule

Week	Topic	Reading	Assignments
1	Introduction, History of Behavior Analysis	Cooper Ch 1-2 Baer, wolf, & Risley, 1968	Quiz 1
2	Operant Behavior	Cooper Ch 3	Quiz 2
3	Measuring Behavior	Cooper Ch 4 Skinner, 1977	Quiz 3
4	Positive Reinforcement	Cooper Ch 11	Quiz 4
5	Negative Reinforcement	Cooper Ch 12	Quiz 5
6	Schedules of Reinforcement	Cooper Ch 13	Quiz 6
7	Positive and Negative Punishment	Cooper Ch 14-15	Quiz 7, 8
8	Motivating Operations	Cooper Ch 16	Quiz 9
9	Stimulus Control	Cooper Ch 17	Quiz 10
10	Extinction	Cooper Ch 21	Quiz 11
11	Antecedent Interventions	Cooper Ch 23	Quiz 12
12	Functional Behavior Assessment	Cooper Ch 24	Quiz 13
13	Verbal Behavior	Cooper Ch 25	Quiz 14
14	Generalization and Maintenance	Cooper Ch 28	Quiz 15
15	Course Review		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

 X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 367

Title Behavioral Measurement and Data-Based Intervention Development

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Cynthia R. Hill-Chapman

Provost's Signature D. Hessa

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course introduces students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating behavior analytic research. Further, this course will cover the use of ongoing data to develop, individualize, and optimize interventions for challenging behavior and skill deficits. Specific subject matter in this course includes observational data collection, response class definitions, operational definitions, experimental design, single-case research methodology, and graphic display / analysis of data.

- Purpose:**
1. **For Whom (generally?)**
The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.
 2. **What should the course do for the student?**
Students will be able to (1) measure behavior, (2) plot and interpret data, (3) use withdrawal/reversal designs, and (4) conduct component and parametric analyses.

Teaching method planned: Lectures and active learning activities

Textbook and/or materials planned (including electronic/multimedia):

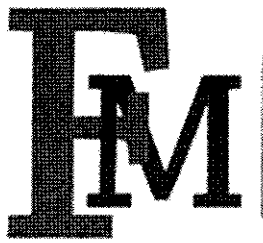
Johnston, J.M., & Pennypacker, H.S. (2009). Strategies and tactics of behavioral research (3rd Ed.). Routledge. ISBN: 978-0805858822

Course Content:

Week	Topic	Textbook Reading	Task List Items
1	What is a "natural science" approach	J & P Chapter 1	
2	Defining Behavior within a Science	J & P Chapter 2	
3	How to ask questions, find answers	J & P Chapter 3	
4	Literature Review Questions	J & P Chapter 3	
5	Selecting and Defining Response Classes	J & P Chapter 4	
6	Units of Measurement and Data Collection	J & P Chapters 5-6	
7	Units of Measurement and Data Collection	J & P Chapters 5-6	
8	Assessing Measurement	J & P Chapter 7	
9	Behavioral Variability	J & P Chapter 8	
10	Steady States and Transitions	J & P Chapter 9	
11	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	
12	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	
13	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	

14	Analyzing Behavioral Data	J & P Chapter 12	
15	Interpreting Experiments	J & P Chapter 13	

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology Autism Studies Major: BCaBA Course Sequence

Course Title: Behavioral Measurement and Data-Based Intervention Development

Course Number: PSYC 367

Credit Hours: 3

Day and time: TBA

Faculty: TBA

BCBA Task List Items

C. Measurement, Data Display, and Interpretation

C-1 Establish operational definitions of behavior.

C-2 Distinguish among direct, indirect, and product measures of behavior.

C-3 Measure occurrence (e.g., count, frequency, rate, percentage).

C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).

C-5 Measure form and strength of behavior (e.g., topography, magnitude).

H. Selecting and Implementing Interventions

H-1 State intervention goals in observable and measurable terms.

H-2 Identify potential interventions based on assessment results and the best available scientific evidence.

H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.

H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

H-6 Monitor client progress and treatment integrity.

H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.

H-8 Collaborate with others who support and/or provide services to clients.

Course Description

This course introduces students to the practical applications of single-case research methodology in order to examine the effects and evaluate the efficacy of behavioral interventions. It will provide students with an empirical approach to designing, conducting, and critically evaluating behavior analytic research. Further, this course will cover the use of ongoing data to develop, individualize, and optimize interventions for challenging behavior and skill deficits. Specific subject matter in

this course includes observational data collection, response class definitions, operational definitions, experimental design, single-case research methodology, and graphic display / analysis of data.

Textbook

Johnston, J.M., & Pennypacker, H.S. (2009). Strategies and tactics of behavioral research (3rd Ed.). Routledge. ISBN: 978-0805858822

Course Objectives

Students will be able to:

1. Measure behavior with respect to frequency, rate, duration, latency, inter-response time, percent of occurrence, and trials to criterion.
2. Assess and interpret inter-observer agreement.
3. Evaluate the accuracy and reliability of measurement procedures.
4. Plot and interpret data using equal-intervals graphs and cumulative records.
5. Design and implement continuous and discontinuous measurement procedures.
6. Design and implement choice procedures.
7. Systematically arrange independent variables to demonstrate their effects on dependent variables.
8. Use withdrawal/reversal designs, alternating treatments designs, changing criterion designs, multiple baseline designs, and multiple probe designs.
9. Use combinations of design elements.
10. Conduct component and parametric analyses to determine the effectiveness of intervention components or different independent variable values.

Course requirements

Lesson quizzes (30%).

Occasional short answer / multiple choice quizzes occur at the beginning of class and cover reading assignments.

Attendance and Participation (20%).

Students should attend each class and be prepared to discuss assigned reading materials.

Exams (50%).

This course includes exams that cover materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87

C+	78-79
C	70-77
F	< 70

Academic Dishonesty Policy

A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes, but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include, but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

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Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from me without penalty.

Accommodations and Modifications

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor of any necessary accommodations so they may be provided. Additionally, any students who may require assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

General Course Outline

Week	Topic	Readings	Task List
1	What is a "natural science" approach	J & P Chapter 1	
2	Defining Behavior within a Science	J & P Chapter 2	
3	How to ask questions, find answers	J & P Chapter 3	
4	Literature Review Questions	J & P Chapter 3	
5	Selecting and Defining Response Classes	J & P Chapter 4	
6	Units of Measurement and Data Collection	J & P Chapters 5-6	
7	Units of Measurement and Data Collection	J & P Chapters 5-6	
8	Assessing Measurement	J & P Chapter 7	

9	Behavioral Variability	J & P Chapter 8	
10	Steady States and Transitions	J & P Chapter 9	
11	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	
12	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	
13	Specific Single-Subject Experimental Designs	J & P Chapters 10-11	

14	Analyzing Behavioral Data	J & P Chapter 12	
15	Interpreting Experiments	J & P Chapter 13	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE**

X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 377

Title Applied Behavior Analysis Skills Assessments and Interventions

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites PSYC 357 and 367

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature

Crystal R. Hill-Chapman

Provost's Signature

J. H. Hines

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

Purpose:

1. **For Whom (generally?)**

The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.

2. **What should the course do for the student?**

Students will be able to (1) identify a range of relevant facets, (2) select and conduct an assessment to measure language and/or social skill deficits, and (3) develop interventions for skills deficits.

Teaching method planned: Lectures and active learning activities

Textbook and/or materials planned (including electronic/multimedia):

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). *Handbook of Applied Behavior Analysis*. Guilford Press.

Granpeesheh, D., Tarbox, J., Najdowski, A., & Kornack, J. (Eds.). (2014). *Evidence-Based Treatment for Children with Autism*. Amsterdam: Academic Press.

Roane, H. S., Ringdahl, J. E., & Falcomata, T. S. (Eds.). (2015). *Clinical and organizational applications of applied behavior analysis*. Academic Press.

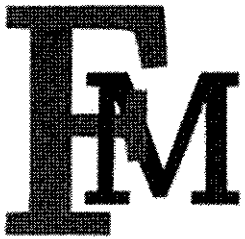
Sundberg, M. L. (2008). *VB-MAPP Verbal Behavior Milestones Assessment and Placement Program: a language and social skills assessment program for children with autism or other developmental disabilities: guide*. Mark Sundberg.

Course Content:

Week	Topic	Textbook Reading	Task List Items
1	Introduction and Syllabus		
2	Autism Spectrum Disorder: Background, Etiology, and Diagnosis	Granpeesheh Ch 3	
3	Applied Behavior Analysis and Autism Spectrum Disorder	Fisher Ch 2, Roane Ch 2, 3	
4	Autism Spectrum Disorder: Response Acquisition	Granpeesheh Ch 4	
5	Autism Spectrum Disorder: Sensory considerations	Granpeesheh Ch 6	
6	Autism Spectrum Disorder Treatment: Generalization, Maintenance, and Parental Involvement	Granpeesheh Ch 7, 9	
7	Autism Spectrum Disorder: Approach to Language	Granpeesheh Ch 11	
8	Standardized Assessment	Granpeesheh Ch 25	
9	Language Assessment: VB-MAPP part 1	Sundberg, 2008	
10	Language Assessment: VB-MAPP part 2	Sundberg, 2008	
11	Autism Spectrum Disorder: Play	Granpeesheh Ch 12	

12	Autism Spectrum Disorder: Adaptive and Motor Skills	Granpeesheh Ch 13, 14	
13	Autism Spectrum Disorder: Academics	Granpeesheh Ch 15	
14	Autism Spectrum Disorder: Social Skills and Cognition	Granpeesheh Ch 16, 17	
15	Autism Spectrum Disorder: Technology	Granpeesheh Ch 26	

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology Autism Studies Major: BCaBA Course Sequence

Course Title: Applied Behavior Analysis Skills Assessments and Interventions

Course Number: PSYC 377

Credit Hours: 3

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

BCaBA Task List Items

F. Behavior Assessment

- F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-2 Determine the need for behavior-analytic services.
- F-3 Identify and prioritize socially significant behavior-change goals.
- F-4 Conduct assessments of relevant skill strengths and deficits.
- F-5 Conduct preference assessments.
- F-6 Describe the common functions of problem behavior.
- F-7 Conduct a descriptive assessment of problem behavior.
- F-8 Conduct a functional analysis of problem behavior.
- F-9 Interpret functional assessment data.

G. Behavior-Change Procedures

- G-1 Use positive and negative reinforcement procedures to strengthen behavior.
- G-2 Use interventions based on motivating operations and discriminative stimuli.
- G-3 Establish and use conditioned reinforcers.
- G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-5 Use modeling and imitation training.
- G-6 Use instructions and rules.
- G-7 Use shaping.
- G-8 Use chaining.
- G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.
- G-10 Teach simple and conditional discriminations.
- G-11 Use Skinner's analysis to teach verbal behavior.

- G-12 Use equivalence-based instruction.
- G-13 Use the high-probability instructional sequence.
- G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).
- G-15 Use extinction.
- G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
- G-17 Use token economies.
- G-18 Use group contingencies.
- G-19 Use contingency contracting.
- G-20 Use self-management strategies.
- G-21 Use procedures to promote stimulus and response generalization.
- G-22 Use procedures to promote maintenance

H. Selecting and Implementing Interventions

- H-1 State intervention goals in observable and measurable terms.
- H-2 Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
- H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
- H-6 Monitor client progress and treatment integrity.
- H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
- H-8 Make data-based decisions about the need for ongoing services.
- H-9 Collaborate with others who support and/or provide services to clients.

Course Description

This course reviews seminal and current research on the assessment of skill deficits and developing individualized interventions to address skill deficits identified through assessment. A particular emphasis is placed on the use of criteria-referenced assessments of skill deficits with respect to verbal behavior, daily living, and social interaction. In addition to skills assessments, this course will also cover the development of evidence-based curriculums and individualized interventions employed to address skills deficits and the use of ongoing data collection to evaluate intervention effectiveness.

Textbooks

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Granpeesheh, D., Tarbox, J., Najdowski, A., & Kornack, J. (Eds.). (2014). Evidence-Based Treatment for Children with Autism. Amsterdam: Academic Press.

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Sundberg, M. L. (2008). *VB-MAPP Verbal Behavior Milestones Assessment and Placement Program: a language and social skills assessment program for children with autism or other developmental disabilities: guide*. Mark Sundberg.

Course Objectives

Students will be able to:

1. Identify a range of relevant facets influencing behavior, including biological/medical variables, and environmental variables.
2. Select and conduct an assessment to measure language and /or social skill deficits.
3. Develop interventions for skills deficits using behavior analytic approaches to assessment, design and implementation of interventions.
4. Master intervention strategies that are behaviorally oriented and supported by empirical research.
5. Consider and account for contextual variables that may alter intervention effectiveness across settings.

Course requirements

Lesson quizzes (30%).

Occasional short answer quizzes occur at the beginning of class and cover reading assignments.

Attendance and Participation (20%).

Students should attend each class and be prepared to discuss assigned reading materials.

Exams (50%).

This course includes exams that cover materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

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Unless told otherwise, in writing, all work in the course should be done on your own and in your own words. All papers, exams, and extra credit turned in to me are expected to be your original work and only your work – No help from other students. Students are encouraged to seek help from me without penalty.

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assistance in the event of an evacuation of the building are asked to notify the instructor so proper assistance can be provided.

General Course Outline

Week	Topic	Textbook Reading	Task List Items
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5	Autism Spectrum Disorder: Sensory considerations	Granpeesheh Ch 6	
6	Autism Spectrum Disorder Treatment: Generalization, Maintenance, and Parental Involvement	Granpeesheh Ch 7, 9	
7	Autism Spectrum Disorder: Approach to Language	Granpeesheh Ch 11	
8	Standardized Assessment	Granpeesheh Ch 25	
9	Language Assessment: VB-MAPP part 1	Sundberg, 2008	
10	Language Assessment: VB-MAPP part 2	Sundberg, 2008	
11	Autism Spectrum Disorder: Play	Granpeesheh Ch 12	
12	Autism Spectrum Disorder: Adaptive and Motor Skills	Granpeesheh Ch 13, 14	
13	Autism Spectrum Disorder: Academics	Granpeesheh Ch 15	
14	Autism Spectrum Disorder: Social Skills and Cognition	Granpeesheh Ch 16, 17	
15	Autism Spectrum Disorder: Technology	Granpeesheh Ch 26	

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 387

Title Functional Assessment and Function Based Treatment

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites PSYC 357 and 367

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Cynthia R. Hill-Chapman

Provost's Signature J. Klissa

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course reviews seminal and current research concerned with identification of the environmental variables that contribute to the occurrence of challenging behavior. An emphasis is placed on research concerning indirect assessment, descriptive assessment, and experimental functional analysis. Further, this course will review variations in functional analysis methodology across school, clinical, and home settings and as applied to different clinical populations. The course will also cover research concerned with the development and evaluation of treatments for challenging behavior based on the results of functional analysis / functional assessment with a focus on empirically supported treatment approaches. Additionally, the course will review empirically supported approaches to training and supervision of staff and students concerning conducting functional analysis / assessment of challenging behavior and treatment implementation.

- Purpose:**
- 1. For Whom (generally?)**
The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.
 - 2. What should the course do for the student?**
Students will be able to (1) define, recognize, and give original examples of indirect assessment, (2) describe function-based intervention procedures, and (3) utilize a data-based approach to select and implement interventions.

Teaching method planned: Lectures and active learning activities

Textbook and/or materials planned (including electronic/multimedia):

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). Handbook of Applied Behavior Analysis. Guilford Press.

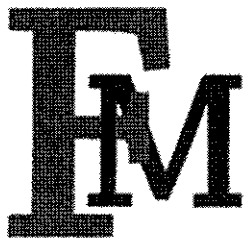
Roane, H. S., Ringdahl, J. E., & Falcomata, T. S. (Eds.). (2015). Clinical and organizational applications of applied behavior analysis. Academic Press.

Course Content:

Week	Topic	Textbook Reading	Task List Items
1	Class Overview		
2	Introduction to Functional and Structural Analysis	Fisher Ch 10, 13	
3	Experimental Functional Analysis	Iwata et al (1994); Beavers, Iwata, and Lerman (2013)	
4	Functional Behavior Assessment, Enhancing Reinforcement Using Preference Assessments	Fisher Ch 9	
5	Differential Reinforcement	Fisher Ch 14	
6	Synthesized Functional Analysis	Hanley et al (2014); Fisher et al (2016)	
7	Brief Functional Analysis in outpatient Clinics	Roane et al., Ch 7	
8	Considering Effects of Reinforcement	Fisher Ch 18	
9	Considering Effects of Punishment & Extinction	Fisher Ch 21	
10	Identifying Effective Interventions	Roane et al., Ch. 3	

11	Stimulus Control, Behavior Chains	Fisher Ch 15	
12	Token Economies	Fisher Ch 22	
13	Pediatric Feeding Disorders	Roane et al. Ch 4	
14	Parent Training & Support	Roane et al., Ch. 14	
15	Behavioral Approaches to Education Systems	Fisher Ch 23	

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology Autism Studies Major: BCaBA Course Sequence

Course Title: Functional Assessment and Function Based Treatment

Course Number: PSYC 387

Credit Hours: 3

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

BCaBA Task List Items

F. Behavior Assessment

- F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-2 Determine the need for behavior-analytic services.
- F-3 Identify and prioritize socially significant behavior-change goals.
- F-4 Conduct assessments of relevant skill strengths and deficits.
- F-5 Conduct preference assessments.
- F-6 Describe the common functions of problem behavior.
- F-7 Conduct a descriptive assessment of problem behavior.
- F-8 Conduct a functional analysis of problem behavior.
- F-9 Interpret functional assessment data.

G. Behavior-Change Procedures

- G-1 Use positive and negative reinforcement procedures to strengthen behavior.
- G-2 Use interventions based on motivating operations and discriminative stimuli.
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- G-22 Use procedures to promote maintenance

H. Selecting and Implementing Interventions

- H-1 State intervention goals in observable and measurable terms.
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Textbook(s):

Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). Handbook of Applied Behavior

Analysis. Guilford Press.

Roane, H. S., Ringdahl, J. E., & Falcomata, T. S. (Eds.). (2015). Clinical and organizational applications of applied behavior analysis. Academic Press.

Articles

Beavers, G. A., Iwata, B. A. and Lerman, D. C. (2013). THIRTY YEARS OF RESEARCH ON THE FUNCTIONAL ANALYSIS OF PROBLEM BEHAVIOR. *Journal of Applied Behavior Analysis*, 46: 1-21. doi:10.1002/jaba.30

Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M. and Carreau, A. B. (2011), CLASSROOM APPLICATION OF A TRIAL-BASED FUNCTIONAL ANALYSIS. *Journal of Applied Behavior Analysis*, 44: 19-31. doi:10.1901/jaba.2011.44-19

Fisher, W. W., Greer, B. D., Romani, P. W., Zangrillo, A. N. and Owen, T. M. (2016), Comparisons of synthesized and individual reinforcement contingencies during functional analysis. *Jnl of Applied Behav Analysis*, 49: 596-616. doi:10.1002/jaba.314

Hanley, G. P., Jin, C. S., Vanselow, N. R. and Hanratty, L. A. (2014), Producing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis*, 47: 16-36. doi:10.1002/jaba.106

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E. and Richman, G. S. (1994), TOWARD A FUNCTIONAL ANALYSIS OF SELF-INJURY. *Journal of Applied Behavior Analysis*, 27: 197-209. doi:10.1901/jaba.1994.27-197

Course Objectives

1. Define, recognize, and give original examples of indirect assessment, descriptive assessment, and functional analysis.
2. Define, recognize, and explain functional relationships between antecedents, behaviors, and consequences.
3. Provide examples of applications of Functional assessment to developing treatments for challenging behavior.
4. Describe function based intervention procedures.
5. Utilize a data-based approach to select and implement function based interventions.

Course requirements

Lesson quizzes (30%).

Occasional short answer quizzes occur at the beginning of class and cover reading assignments.

Attendance and Participation (20%).

Students should attend each class and be prepared to discuss assigned reading materials.

Exams (50%).

This course includes exams that cover materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

Classroom Grading Scale

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Accommodations and Modifications

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General Course Outline

Week	Topic	Readings	Task List Items
1	Class Overview		
2	Introduction to Functional and Structural Analysis	Fisher Ch 10, 13	
3	Experimental Functional Analysis	Iwata et al (1994); Beavers, Iwata, and Lerman (2013)	
4	Functional Behavior Assessment, Enhancing Reinforcement Using Preference Assessments	Fisher Ch 9	
5	Differential Reinforcement	Fisher Ch 14	
6	Synthesized Functional Analysis	Hanley et al (2014); Fisher et al (2016)	

7	Brief Functional Analysis in outpatient Clinics	Roane et al., Ch 7	
8	Considering Effects of Reinforcement	Fisher Ch 18	
9	Considering Effects of Punishment & Extinction	Fisher Ch 21	
10	Identifying Effective Interventions	Roane et al., Ch. 3	
11	Stimulus Control, Behavior Chains	Fisher Ch 15	
12	Token Economies	Fisher Ch 22	
13	Pediatric Feeding Disorders	Roane et al. Ch 4	
14	Parent Training & Support	Roane et al., Ch. 14	
15	Behavioral Approaches to Education Systems	Fisher Ch 23	

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 397

Title Applied Behavior Analysis Ethics and Supervision

Semester hours 3

Clock hours: Lecture 3

Laboratory 0

Prerequisites PSYC 357 and 367

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Crystal R. Hill-Chapman

Provost's Signature J. Hissia

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course reviews ethical practices relevant to providing Applied Behavior Analytic services along with evidence-based staff training and supervision practices. Ethics content for this course is drawn from the most recent Ethics Code for Behavior Analysts and Code-Enforcement Procedures as published by the Behavior Analysis Certification Board. Content on evidence-based staff training and supervision practices comes from recent peer reviewed publications and an organizational behavior management textbook.

Purpose: 1. **For Whom (generally?)**

The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate

students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.

2. **What should the course do for the student?**

Students will be able to (1) evaluate ethical issues, (2) recognize and act on ethical violations, and (3) understand and apply Guidelines for Responsible Conduct.

Teaching method planned: Lectures and active learning activities

Textbook and/or materials planned (including electronic/multimedia):

Bailey, J., & Burch, M. (2016). Ethics for behavior analysts. Routledge. ISBN: 978-1138949201.

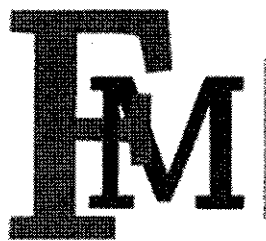
Daniels, A. C. & Bailey, J. S. (2014). Performance Management: Changing Behavior that Drives Organizational Effectiveness. Performance Management Publications. ISBN: 978-0937100257.

Course Content:

Week	Topic	Textbook Reading	Task List Items
1	Introduction and Syllabus		
2	Background of Ethics in ABA Core Ethical Principles	Bailey Ch 1 & 2	E-1, E-2, E-10
3	Responsible Conduct and Responsibility to Clients	Bailey Ch 6 & 7	E-1, E-2
4	Assessing Behavior	Bailey Ch 8	E-3
5	The Behavior Analyst and the Individual Behavior Change Program	Bailey Ch 9	E-4
6	The Behavior Analyst as a Teacher or Supervisor	Bailey Ch 10	E-5
7	Ethical Responsibility to the Field of Behavior Analysis	Bailey Ch 12	E-6
8	The Behavior Analyst's Ethical Responsibility to Colleagues	Bailey Ch 13	E-7
9	The Behavior Analyst's Ethical Responsibility to Society	Bailey Ch 14	E-8
10	The Behavior Analyst and Research	Bailey Ch 15	E-9
11	Supervision in Applied Behavior Analysis	Sellers, Valentino, and LeBlanc (2016); Daniels Ch 1	I-1, I-2, I-3
12	Pinpointing Important Behaviors	Daniels Ch 5, 6	I-4
13	Measuring Performance	Daniels Ch 7,8	I-5, I-8

14	Feedback and Reinforcement	Daniels Ch 13, 15	I-5
15	Functional Assessment and Complex Tasks	Daniels 10, 18	I-4, I-6, I-7
16	Final Exam		

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology Autism Studies Major: BCaBA Course Sequence

Course Title: Applied Behavior Analysis Ethics and Supervision

Course Number: PSYC 397

Credit Hours: 3

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

BCBA Task List Items

E. Ethics

- E-1 Responsible conduct of behavior analysts
- E-2 Behavior analysts' responsibility to clients
- E-3 Assessing behavior
- E-4 Behavior analysts and the behavior-change program
- E-5 Behavior analysts as supervisors
- E-6 Behavior analysts' ethical responsibility to the profession of behavior analysis
- E-7 Behavior analysts' ethical responsibility to colleagues
- E-8 Public statements
- E-9 Behavior analysts and research
- E-10 Behavior analysts' ethical responsibility to the BACB

I. Personnel Supervision and Management

- I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
- I-2 Establish clear performance expectations for the supervisor and supervisee.
- I-3 Select supervision goals based on an assessment of the supervisee's skills.
- I-4 Train personnel to competently perform assessment and intervention procedures.
- I-5 Use performance monitoring, feedback, and reinforcement systems.
- I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
- I-7 Use function-based strategies to improve personnel performance.
- I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Course Description

This course reviews ethical practices relevant to providing Applied Behavior Analytic services along with evidence-based staff training and supervision practices. Ethics content for this course is drawn from the most recent Ethics Code for Behavior Analysts and Code-Enforcement Procedures as published by the Behavior Analysis Certification Board. Content on evidence-based staff training and supervision practices comes from recent peer reviewed publications and an organizational behavior management textbook.

Textbooks

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Daniels, A. C. & Bailey, J. S. (2014). Performance Management: Changing Behavior that Drives Organizational Effectiveness. Performance Management Publications. ISBN: 978-0937100257.

Additional Required Reading

Behavior Analysis Certification Board. (2014). Professional and ethical compliance code for behavior analysts.

Sellers, T. P., Valentino, A. L., and LeBlanc, L. A. (2016). Recommended Practices for Individual Supervision on Aspiring Behavior Analysts. Behavior Analysis in Practice, 9(4), 274–286. <https://doi.org/10.1007/s40617-016-0110-7>.

Course Objectives

Students will be able to:

1. Evaluate ethical issues in applied behavior analytic treatment scenarios, research, and supervision.
2. Identify and implement evidence-based staff supervision practices.
3. Recognize and act on the ethical violations of by others.
4. Identify the risk of harm to clients when unethical behavior analytic procedures and / or ineffective supervision practices are implemented.
5. Understand and apply the Guidelines for Responsible Conduct as described by the Behavior Analyst Certification Board.

Course requirements

Lesson quizzes (30%).

Occasional short answer quizzes occur at the beginning of class and cover reading assignments.

Attendance and Participation (20%).

Students should attend each class and be prepared to discuss assigned reading materials.

Exams (50%).

This course includes exams that cover materials from the readings and the lectures. Exams are comprised of some combination of multiple-choice questions, matching, short answer questions, and / or take home essay questions.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	< 70

Academic Dishonesty Policy

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- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge for proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
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General Course Outline

Week	Topic	Textbook Reading	Task List Items
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15	Functional Assessment and Complex Tasks	Daniels 10, 18	I-4, I-6, I-7
16	Final Exam		

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 400

Title Board Certified Assistant Behavior Analyst® Internship

Semester hours 1 Clock hours: Lecture 0 Laboratory

Prerequisites PSYC 357 and 367

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Cynthia R. Will-Chapman

Provost's Signature J. H. H. H.

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

This course is comprised of an internship designed to develop professional behavior and clinical skills relevant to providing applied behavior analytic services. Students taking this course will be provided supervised experience that will contribute towards meeting the supervision requirements for certification as a Board Certified Assistant Behavior Analyst® (BCaBA®). Students taking the course will gain practical experience utilizing applied behavior analysis for a diverse array of problems with focus on serving individuals diagnosed with Autism Spectrum Disorder and / or other neurodevelopmental disabilities. All supervised experiences will occur in accordance with accepted legal and ethical standards of the profession under the supervision of a Board Certified Behavior Analyst® (BCBA®) that has completed the supervision training requirements as provided by the Behavior Analysis Certification Board. This course can be taken multiple times for course credit.

- Purpose:**
1. **For Whom (generally?)**
The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.
 2. **What should the course do for the student?**
Students will be able to (1) explain and utilize basic behavioral principles, (2) conduct an assessment of skills deficits, and (3) collect, graph, and analyze behavioral data.

Teaching method planned: Lectures and active learning activities

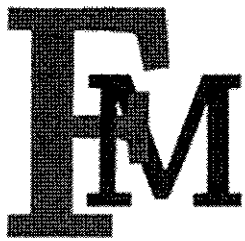
Textbook and/or materials planned (including electronic/multimedia):

BCaBA Handbook <https://www.bacb.com/bcaba-handbook#Experience%20Requirements>

Course Content:

Students will complete a minimum of 20 hours per week of qualifying experience. Students will meet with an assigned supervisor 4 times per month (duration to equal at least 5% of supervised experience for that month). During one monthly meeting, the supervisor will observe the supervisee with a client. The other three meetings will occur at a location determined by supervising BCBA. Two monthly meetings will occur in the context of group supervision (less than 50% of total supervision hours) while the other will be an individual meeting with the supervising BCBA.

When completed, forward to the Office of the Provost.



Francis Marion University

Department of Psychology Autism Studies Major: BCaBA Course Sequence

Course Title: Board Certified Assistant Behavior Analyst® Internship (repeatable)

Course Number: PSYC 400

Credit Hours: 1

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

Course Description

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Course Structure

Students will complete a minimum of 20 hours per week of qualifying experience. Student will meet with an assigned supervisor 4 times per month (duration to equal at least 5% of supervised experience for that month). During one monthly meeting, the supervisor will observe the supervisee with a client. The other three meetings will occur at a location determined by supervising BCBA. Two monthly meetings will occur in the context of group supervision (less than 50% of total supervision hours) while the other will be an individual meeting with the supervising BCBA.

Required Reading

BCaBA Handbook <https://www.bacb.com/bcaba-handbook#Experience%20Requirements>

Course Objectives

Students will be able to:

1. Explain and utilize basic behavioral principles in intervention development
2. Conduct a functional assessment of challenging behavior
3. Conduct an assessment of skills deficits
4. Implement interventions for skills deficits and challenging behavior
5. Collect, graph, and analysis behavioral data in behavioral interventions.

Course requirements

Attendance and Participation (100%).

Students should arrive on time and exhibit profession behavior for all meetings and scheduled internship clinical activities.

Professional Conduct

Failure to engage in professional conduct (e.g., legal or ethical), as determined by your Field Supervisor and the Applied Behavior Analysis Faculty, will result in s failing grade for this course. Professional conduct expectations will be clearly discussed and are consistent with the ethical and legal standards associated with our profession (e.g., standards of the Behavior Analyst Certification Board).

Required Professional Liability Insurance

All students must have Professional Liability Insurance and are required to provide proof insurance prior to enrollment in the course. Failure to do so will result in being dropped from the course. Student members of the Association of Professional Behavior Analysts (APBA) enjoy the benefits of low-cost Professional Liability Insurance (www.apbahome.net)

Internship log

Each student will keep a log of all supervision related activities (meetings, clinical fieldwork, etc.) they attend during this course. Internship logs are reviewed at the end of the course and should fully document appropriate progress toward meeting supervised fieldwork requirements. Supervision log requirements will be reviewed with students at the beginning of the course and will meet the BACB record keeping requirements for supervised experience.

Classroom Grading Scale

Grade	Range
A	90-100
B+	88-89
B	80-87
C+	78-79
C	70-77
F	< 70

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FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE OR MODIFICATION OF AN EXISTING COURSE

X New Course Modification

Department/School Psychology

Date 09/14/2023

Graduate or Undergraduate Course: Undergraduate

Course No. or Level PSYC 401

Title Board Certified Assistant Behavior Analyst® Internship

Semester hours 2

Clock hours: Lecture 0

Laboratory

Prerequisites PSYC 357 and 367

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Christopher Bullock

Department Chairperson's/Dean's Signature Cynthia R. Hill-Uhman

Provost's Signature J. Allison

Date of Implementation Fall 2024

Date of School/Department approval September 5, 2023

Catalog description:

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- Purpose:**
1. **For Whom (generally?)**
The course is designed for psychology students. However, the course can be beneficial for all students in education, especially undergraduate students enrolled in the proposed Special Education major specializing in autism spectrum disorder and other neurodevelopmental disorders.
 2. **What should the course do for the student?**
Students will be able to (1) explain and utilize basic behavioral principles, (2) conduct an assessment of skills deficits, and (3) collect, graph, and analyze behavioral data.

Teaching method planned: Lectures and active learning activities

Textbook and/or materials planned (including electronic/multimedia):

BCaBA Handbook <https://www.bacb.com/bcaba-handbook#Experience%20Requirements>

Course Content:

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When completed, forward to the Office of the Provost.

Department of Psychology

Autism Studies Major: BCaBA Course Sequence

Course Title: Board Certified Assistant Behavior Analyst® Internship (repeatable)

Course Number: PSYC 401

Credit Hours: 2

Day and time: TBA

Faculty: TBA

Pre-Requisites: PSYC 357 and 367

Course Description

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Required Reading

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Course Objectives

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Course requirements

Attendance and Participation (100%).

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