Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Department of Educational Psychology

2. Course prefix, number and complete title of course: SPED 609: Educating Individuals with Autism Spectrum Disorders

3. Course description (not to exceed 50 words): Study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders, particularly for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education; includes treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.

4. Prerequisite(s): Graduate classification

Cross-listed with: 

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _______ to _______

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ______ times.
Will this course be repeated within the same semester? ☐ Yes ☒ No

7. Has this course been taught as a 489/689? ☐ Yes ☒ No If yes, how many times? _______
Indicate the number of students enrolled for each academic period it was taught. 

8. This course will be:
a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

M.Ed., Ph.D. in special education; will be required for students seeking Board Certification in Behavior AnalysisTM

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>SPED</td>
<td>609</td>
<td>EDUCATING INDIVIDUALS WITH AUTISM DISORDERS</td>
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</table>

Lect.: 0  Lab.: 0  SCI#: 3  CIP: 001  Fund Code: 0 00 0 0 0 0
Admin. Unit: 09  Acad. Year: 2010
HICE Code: 633 2

Approval recommended by: 

Head of Department [Signature] [Date]

Head of Department (if cross-listed course) [Signature] [Date]

Submitted to Coordinating Board by:

Associate Director, Curricular Services [Signature] [Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 10/08
Syllabus: SPED 609: Educating Individuals with Autism Spectrum Disorders
3 semester credit hours

Instructor: Dr. Jennifer Ganz
Office: 637G Harrington Office Building
Phone: 979-862-2823
E-mail: jeniganz@tamu.edu

COURSE DESCRIPTION
Study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders, particularly for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education; includes treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.

PREREQUISITES
There are no prerequisites for this course other than graduate classification.

REQUIRED TEXT & READINGS

Other articles will be available online

Selected Course Objectives
Content excerpted from the Behavior Analyst Certification Board® BCBA® & BCABA® Behavior Analyst Task List – 3rd edition

Those individuals preparing for board certification can go to www.bacb.com where you will find the BCBA® & BCABA® Behavior Analyst Task Lists that correspond to the content of this course. Board certification requires classroom hours of instruction (in ethics, basic principles, assessment, intervention, experimental evaluation, measurement and interpretation), supervised field work/practicum, and passing the certification exam.

Course Policies/Student Responsibilities:
1. Attendance is expected and is each student’s responsibility. Students will sign in at each class meeting. Excessive unexcused absences will have a negative effect on your grade (see below). Be respectful of your instructor and fellow students and do not come and go in the middle of class so you do not disrupt others’ learning. It is each student’s responsibility to obtain missed materials and notes from a classmate. The attendance policy will be administered in accordance with the Rule 7 (http://student-rules.tamu.edu/search/rule7.htm)

2. Students are expected to participate in class discussions, complete assigned readings before class, and answer questions in class. Except in the case of university excused absences.

3. Late papers and projects are unacceptable and will receive zeros. In the rare event that you have a circumstance that will prevent turning in an assignment on time, you must notify me at least 24 hours in advance of the due date to negotiate an extension. As teachers, you will be held to deadlines regarding parent conferences, grading, and IEPs. Requiring deadlines for our class gives you practice managing your time effectively. You may also refer to http://student-rules.tamu.edu/.

4. Plagiarism is unacceptable and assignments containing plagiarism will receive zeros. Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers, presentations), without using quotation marks, even if the work is cited. Direct quotes, according to APA format, may be used, but use them sparingly (i.e., no more than 1-2 lines of direct quotes per page). The purpose of the papers I have assigned is to assess your work, your thoughts, and your insights. Taking bits and
pieces of other authors' writing and simply placing it in your paper shows little evidence of original thought. I look forward to reading your original thoughts, reflections, and insights.

5. Grades of “Incomplete” are strongly discouraged and will not be issued except in extraordinary circumstances. The grade "I" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason (for example, serious illness) not been completed, while the rest of the student’s work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the term to receive a grade of "IN."

6. Please turn off all cell phones and pagers or put them on “vibrate” before entering class. In addition, please refrain from text messaging, sending email, browsing the internet, and other non-assigned activities during class.

7. No electronic recording of lectures or class sessions may be done without the prior permission of the instructor.

8. Students with disabilities must be registered with the Office of Disability Services in order to receive support services.

COURSE EVALUATION

Attendance
Attendance is required at all class meetings except in the case of a documented university excused absence. Information presented and learning activities in each class are not available through any other means. Make-up exams and projects will be up to the discretion of the instructor and will be permitted only in the case of a university excused absence.

If a class is missed, the student is responsible for all material covered in class including all handouts. The information and materials given in class are only available in class. If you are absent, the instructor will not have extra copies of handouts when you return to class. If absent, do not ask the instructor what was missed. Instead, find a class contact person who will share information and notes/handouts that were missed.

Class contact person: ______________________________

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>50%</td>
</tr>
<tr>
<td>Article Synthesis</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation</td>
<td>25%</td>
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</tbody>
</table>

Grading scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = less than 60%
*Please keep all coursework until you receive your final grade.

EXAMS/QUIZZES
You will complete several quizzes throughout the semester. Questions will be posted online and will be due approximately weekly. The quizzes will include multiple choice, true false, and essay questions over the previous readings and class lectures. They will be timed and closed-book. They will be available online during the week following each week's lecture.

ARTICLE SYNTHESIS
You will synthesize 3 articles on issues related to the application of behavior analysis with individuals with autism spectrum disorders. You will choose 3 of the articles that are listed above (will be posted online – you may choose others with prior approval). These should be brief (approximately 5 pp double-spaced) and will be assessed on the following:

- Introduction summarizing issues related to behavior analysis and autism.
- Next, you will summarize each article (approximately 1 paragraph on each).
- Provide a synthesis, including your response relating what you’ve read to discussions in class, connections to your work with individuals with autism spectrum disorders, or other connections or reactions. This is the most important part of the paper – your analysis will carry the heaviest weight.
- Be sure to use correct APA format for headings, subheadings, in-text citations, and the reference list. You should cite sources throughout your paper each time you report information that came from another source.
- Correct grammar, spelling, and flow/organization will be assessed as well.

Submit your article summaries/responses via Blackboard Vista by the due date and time.

Be sure to paraphrase. That is, do not plagiarize or use words taken from the article. Include the honor pledge on your title page (see above).

PRESENTATION
Your presentation should be a demonstration of a behavior analytic intervention that is applicable to students with autism. Presentation topics must be approved by the instructor. You must include:

1) Introduction
2) Description of your lesson
3) Demonstration of your strategy that includes participation of all of your classmates and necessary materials (this should be the bulk of your presentation – at least 10 of the 15 minutes; most heavily weighted criteria)
4) Questions from your classmates

You will present your work in the form of a demonstration. You will have approximately 15 minutes to present.

EXTRA CREDIT
There will be no opportunities for extra credit in this course.

Assignment Format:
All assignments must be typed, double-spaced, and in 12 point font with no more than 1 3/4” margins on all sides. You are encouraged to check your papers for spelling and grammar. Papers that are not typed will not be accepted. When you turn in an assignment, it should be stapled. Do not turn in assignments in folders or any other type of binding. APA format is required, particularly for headings and subheadings, in-text citations, and the reference page (refer to the Publication Manual of the American Psychological Association).

Assignment Due Dates:
All assignments are due within the first 10 minutes of class (in person) on the assigned date. No assignments will be accepted after the due date, except in the case of university excused absences. You must provide written documentation of your emergency to receive credit for late assignments.
### Topical Schedule – Subject to Change

**SPE 5463: Educating Individual with Autism Spectrum Disorders**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethics</td>
<td>Online: Article</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Characteristics of Autism Spectrum Disorders</td>
<td>Text Ch 1, 2, &amp; 5</td>
<td>Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Assessment tools for diagnosing ASD (CARS, ADOS, ADI)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assessment tools for educational planning (PEP, ABLLS)</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Issues Related to Application of Behavior Analysis &amp; Ethics</td>
<td></td>
<td>Article Review</td>
</tr>
<tr>
<td>6</td>
<td>ABA &amp; Discrete Trial Instruction</td>
<td>Text Ch 6, 3, &amp; 10, Online: Discrete Trial Module, Differential Reinforcement Module, &amp; Shaping</td>
<td>Quiz</td>
</tr>
<tr>
<td>7</td>
<td>Applied Verbal Behavior</td>
<td></td>
<td>Quiz</td>
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<tr>
<td>8</td>
<td>Comprehensive Instruction Models</td>
<td>Text Ch 4, Online: Boundary Setting, Schedules</td>
<td>Quiz</td>
</tr>
<tr>
<td>9</td>
<td>Communication Instruction</td>
<td>Online: article</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Communication Instruction</td>
<td>Text Ch 8, Online: Incidental Teaching, Joint Action Routines, Natural Language</td>
<td>Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Social Skills Instruction</td>
<td>Text Ch 9 &amp; 7, Online: Social Stories, Pivotal response intervention</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Social Skills Instruction</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>14</td>
<td>Academics, Adaptive Behavior, &amp; wrap up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Behavior Analytic Presentations</td>
<td></td>
<td>Presentations</td>
</tr>
</tbody>
</table>

### Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

### Academic Integrity

*For additional information please visit: [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)*

"An Aggie does not lie, cheat, or steal, or tolerate those who do."