

864

Tina L Thompson

From: Regena F Nelson
Sent: Friday, February 2, 2018 12:02 PM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request New Course SPED 6041 - E-2018-SPLS-16; effective term: 201910
Attachments: IPA Revised SPED 5040 syllabus now 6041 with new title.docx; SPED 6041 Curriculum Modification Form.pdf

Please verify your data for New Curriculum Course Request for department: SPLS; college: E.
Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 01-FEB-2018

Request ID: E-2018-SPLS-16

College: E

Department: SPLS

Initiator name: Emily Curiel

Initiator email: emily.curiel@wmich.edu

Proposed effective term: 201910

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: G

Proposed course data:

New Course SPED 6041

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:
SPED 6041

2. Proposed credit hours:
1-3

3. Proposed course title:
Practicum in Applied Behavior Analysis in Autism and Special Education Settings

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

SPCM and SPMM

10. Classification restrictions:

Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

Graduate

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Prac ABA in Autism and SPED

17. Is this course repeatable for credit?

Yes

18. Is this course mandatory credit/no credit?

Yes

19. Select class type:

Supervision or Practicum

20. How many contact hours per week for this course?

3-30

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

We propose to create a class that shows a practicum is autism and applied behavior analysis, that is SPED 6041: Practicum in Applied Behavior Analysis in Autism and Special Education Settings.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

We needed a class that showed the practicum was in applied behavior analysis and autism, instead of a generic course title and description.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. This course will meet the Council for Exceptional Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder in the following below. Specifically our students will apply skills learned through coursework in the field in the following broad areas of preparation in special education.

Initial:

- Standard 2 (Learning Environments)
- Standard 3 (Curricular Content Knowledge)
- Standard 4 (Assessment)
- Standard 5 (Instructional Planning and Strategies)

Advanced:

- Standard 1 (Assessment)
- Standard 2 (Curricular Content Knowledge)
- Standard 3 (Program, Services, and Outcomes)
- Standard 6 (Professional and Ethical Practice)

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

We needed a course that specifically addressed autism and applied behavior analysis for state and national accreditation. We have been teaching it with a generic fieldwork course.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This course has been running under the generic practicum number. It will have its own course number, title, and description. There is no effect on other colleges, departments or programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. This course has been running under the generic practicum number. It will have its own course number, title, and description. There is no effect on the department. It provides clarification for students.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have

considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This change helps define for students the content in the practicum. There is no effect on enrolled students.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There is a critical shortage of special education teachers. We anticipate demand increasing to match needs in the area. The course is also part of state and national accreditation requirements.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) There is no effect on resources as it has been running under the generic practicum number.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) NA

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

NA

O. Current course description:

There is no current course description.

P. Proposed course description:

SPED 6041: Practicum in Applied Behavior Analysis in Autism and Special Education Settings

This course is structured to provide an intense hands-on practicum for students seeking an AI endorsement from the MDE and subsequent MA in Special Education. Students will learn to identify and effectively apply teaching strategies and tactics based on evidence-based instructional practices. The course will focus on the following areas of learning: a) analysis of academic and social behavior of students with a broad spectrum of needs including autism and developmental disabilities, b) identification and application of effective teaching tactics from the National Professional Development Center on Autism Spectrum Disorder, and c) applications of evidence-based practices in school and center-based settings. This course provides students with fieldwork in which the course content from methods and assessment classes will be applied. Students will learn to analyze the graphic display of instructional data as they identify and apply effective instructional tactics from the research literature.

This is variable credit for 1-3 credits. It is credit/no credit. It is restricted to students in SPCM and SPMM.

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment:

Date: 02-FEB-2018

Department approver: Regena Nelson

Chair comment:

Date: 02-FEB-2018

Western Michigan University
SPED 6041: *Practicum in Applied Behavior Analysis in Autism and Special Education*
Settings
(1-3 credit hours)
Syllabus and Course Schedule

INSTRUCTOR

Name: Emily Curiel, PhD, BCBA-D

Phone: 269-387-5955

Email: emily.curiel@wmich.edu

Office: 4571 Sangren Hall (Office #4827)

Office Hours: Tuesday 4:00-5:00 or by appointment

CLASS TIME AND LOCATION

For students seeking an autism (AI) endorsement, this course requires working with students (K-12) with autism spectrum disorder (ASD) across multiple grade levels. The hour requirement within the field will vary based on how many credits you are enrolled in. For students seeking a Board Certified Behavior Analyst (BCBA) credential, the hours and supervision requirements will follow those outlined by the Behavior Analyst Certification Board.

REQUIRED MATERIALS

Video analysis may be used for observations, per district policies. If video analysis is used, the student is responsible for the cost.

EMAIL RESPONSE TIME

Generally, I will respond to emails within 24-48 hours of receiving them. Please attempt to do the same. Please include the course ID in the subject line of your email. Additionally, all correspondence via email will be through our WMU email accounts.

COURSE DESCRIPTION

This course is structured to provide an intense hands-on practicum for students seeking an AI endorsement from the MDE and subsequent MA in Special Education. Students will learn to identify and effectively apply teaching strategies and tactics based on evidence-based instructional practices. The course will focus on the following areas of learning: a) analysis of academic and social behavior of students with a broad spectrum of needs including autism and developmental disabilities, b) identification and application of effective teaching tactics from the National Professional Development Center on Autism Spectrum Disorder, and c) applications of evidence-based practices in school and center-based settings. This course provides students with fieldwork in which the course content from methods and assessment classes will be applied.

Students will learn to analyze the graphic display of instructional data as they identify and apply effective instructional tactics from the research literature.

COURSE OBJECTIVES

Upon completion of the course, students will:

1. Students will evaluate and reflect on their classroom environment as it pertains to the instruction and supports of students with ASD.
2. Students will complete a variety of assessments with a student/s with ASD and use the information to develop appropriate academic and behavioral goals.
3. Students will develop and implement a discrete trial training lesson/s across several sessions. Based on the data, students will graph and analyze it for instructional decision making purposes.
4. Students will complete a behavior change project including functional assessment procedures and implementation of an appropriate function-based intervention.
5. Students will work collaboratively in the practicum setting with various IEP team members and classroom/school staff.

For a list of the “Council for Exceptional Children’s Initial and Advanced Specialty Sets: Developmental Disabilities and Autism Spectrum Disorder” standards covered in this course, please see last page of syllabus.

COURSE ASSIGNMENTS AND DUE DATES

(NOTE: For those seeking an AI endorsement, these specific assignments and program rubrics will need to be completed. Make sure to speak with your assigned supervisor about it.)

1. **ASD Classroom Observation Assessment Reflection (1 at 40 points= 40 points):**
You will submit two videos of your classroom to GoReact. The first video should be a “10-minute tour” of your classroom where you describe your classroom arrangement, supports, data collection, etc. The second video will be a 20-minute whole group transition and lesson. ***Please use the lesson plan template in e-learning for your whole group lesson.*** Based on what is viewed in the videos and lesson plan, the instructor will complete the ASD Classroom Observation Assessment. Based on your score and instructor’s feedback, you will submit a one-page paper highlighting areas of excellence and outlining plans for improvement including two goals. Your videos and lesson plan are due by **2/1/18** by 11:59 p.m. and your one-page reflection is due by **2/15/18** by 11:59 p.m. in the corresponding dropbox in e-learning.
2. **Case Study (1 at 100 points= 100 points)**
You will choose one student (in grades K-12 with ASD) to complete a preference assessment, complete a skill assessment, and narrative report including two goals. This is due by **3/1/18** by 11:59 p.m. in the corresponding dropbox in e-learning.
3. **Discrete Trial Training (DTT) Unit (1 at 80 points= 80 points):**

Based on the case study, you will write/modify a DTT lesson for one of the goals. You will be required to implement a DTT lesson over a minimum of five sessions. You will be required to videotape one of the lesson sessions and upload to GoReact. Finally, there is a narrative with a graph and reflection. This is due by **3/15/18** by 11:59 p.m. in the corresponding dropbox in e-learning and in GoReact.

4. Behavior Change Project (1 at 50 points= 50 points)

You will be required to collect and analyze data on a problem behavior in your classroom (i.e., a minor, disruptive behavior that as a classroom teacher you would address in the context of the classroom) and provide an appropriate function-based intervention. If you are currently working on a formal functional behavior assessment (FBA) with your school personnel for a more challenging behavior, you may submit that (with the inclusion of any additional components based on the assignment rubric). This is due by **4/15/18** by 11:59 p.m. in the corresponding dropbox in e-learning.

5. Hour Log (1 at 30 points= 30 points)

You will need to submit an hour log to the instructor. This is due on **4/24/18** by 11:59 p.m. in the corresponding dropbox in e-learning.

COURSE GRADING

This course is Pass/Fail. You need at least 75% of the points to pass.

LATE WORK POLICY

Be sure to pay close attention to deadlines. For assignments, for every day that an assignment is late, you will be deducted 10%. Late work will not be accepted after April 25, 2018. The Dropbox for assignment submissions will close automatically after the due date/time so you will have to email them.

ABSENCES

You will arrange your hours with your cooperating teacher. It is recommended to do about three hours a week. Absences may be excused for illness, a death in the family, or for professional/religious reasons. In the event that you must miss a session at your practicum, please notify the instructor and cooperating teacher in advance by phone and email.

VIEWING GRADES

This can be done on e-learning grade book.

CONDUCT AND CIVILITY

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. Students must not interfere with the learning of their colleagues. Use proper etiquette.

COMMUNICATION AND WRITING

All assignments, as applicable, should be completed in 12 font, Times New Roman, 1 inch margins, and double spaced.

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support written statements.

For additional assistance with APA, check out www.apaguide.net

The Department of Special Education and Literacy Studies have officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: Author.

TIME COMMITMENT

As you begin this course, you would be wise to schedule time for completing assignments early on in the semester as these assignments require application over time in your practicum placement.

DROPPING A COURSE

It is the student's responsibility to understand when they need to consider dis-enrolling from a course. Refer to the WMU Course Schedule for dates and deadlines for registration.

INCOMPLETE POLICY

Under emergency/special circumstances, students may petition for an incomplete grade.

ACCOMODATIONS

If you have a documented disability and verification from the [Disability Services for Students](#) (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation *before* classes start. DSS is located in Woodlawn Place at 2210 Wilbur. They can be contacted by phone at (269) 387-2116.

COMMITMENT TO INTEGRITY

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

WMU Academic Honesty Policy & Procedures:

“Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community.”

Read more about [WMU Academic Honesty Policy & Procedures](#)

Other Resources: [Office of Student Conduct](#)
[Registrar's Office](#)

Definitions:

At WMU, “**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.”

“**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.”

Source: Office of Student Conduct

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Office of Student Conduct.

COURSE POLICIES ARE SUBJECT TO CHANGE

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check e-learning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.

CEC INITIAL SPECIALTY SET

- DDA.2.S2- Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
- DDA.2.S3- Use specialized instruction to enhance social participation across environments
- DDA.2.S4- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
- DDA.3.S4- Plan and implement instruction and related services that are both age appropriate and ability appropriate
- DDA.3.S6- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment
- DDA.4.K2- Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities and autism spectrum disorder
- DDA.4.S1- Select, adapt, and use assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities and autism spectrum disorder
- DDA.4.S2- Develop strategies for monitoring and analyzing challenging behavior and its communicative intent

- DDA.4.S3- Conduct functional behavior assessments that lead to development of behavior support plans
- DDA.5.S1- Match levels of support to changing needs of the individual
- DDA.5.S2- Implement instructional programs that promote effective communication skills using verbal and augmentative and alternative communication systems
- DDA.5.S3- Provide specialized instruction for spoken language, reading, and writing
- DDA.5.S4- Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context
- DDA.5.S5- Consistently use proactive strategies and positive behavioral supports
- DDA.5.S12- Utilize student strengths to reinforce and maintain social skills
- DDA.5.S14- Plan and implement instruction and related services that are both age appropriate and ability appropriate
- DDA.5.S15- Use specialized instruction to enhance social participation across environments
- DDA.5.S16- Plan systematic instruction based on learner characteristics, interests, and ongoing assessment

CEC ADVANCED SPECIALTY SET

- SEDAS.1.S4- Conduct nonbiased assessment
- SEDAS.1.S5- Use information from assessments and educational records to design instruction
- SEDAS.1.S6- Collect, interpret, and use data to document outcomes for individuals with developmental disabilities and autism spectrum disorder, and change programming as indicated with family and team
- SEDAS.1.S8- Conduct functional behavioral assessments to determine what initiates and maintains a challenging or interfering behavior
- SEDAS.2.K1- Benefits of low- through high-technology supports across all areas of development
- SEDAS.2.K2- Criteria for evaluating effectiveness of interventions and strategies with individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.K1- General education curriculum and supports to facilitate the success of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.K2- Range of environmental supports that maximize learning for individuals with developmental and disabilities and autism spectrum disorder
- SEDAS.3.K3- Ways to modify verbal and nonverbal communication and instructional behavior to meet the needs of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.S7- Design and implement instruction that promotes effective communication and social skills for individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.S10- Organize the curriculum to integrate individuals' special interests and materials, activities, and routines across curriculum

- SEDAS.3.S14- Plan and implement individualized and intensive programming that matches individual needs
- SEDAS.6.S2- Teach others to use individual strengths to reinforce and maintain skills
- SEDAS.6.S3- Model use and implementation of assistive technology and augmentative or alternative communication to aid in comprehension and level of engagement of individuals with developmental disabilities and autism spectrum disorder

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before **final** submission.

1. Proposed course prefix and number:

SPED 6041

2. Proposed credit hours:

1-3

3. Proposed course title:

Practicum in Applied Behavior Analysis in Autism and Special Education Settings

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

SPCM and SPMM

10. Classification restrictions:

Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

Graduate

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Prac ABA in Autism and SPED

17. Is this course repeatable for credit?

Yes

18. Is this course mandatory credit/no credit?

Yes

19. Select class type:

Supervision or Practicum

20. How many contact hours per week for this course?

3-30

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

We propose to create a class that shows a practicum is autism and applied behavior analysis, that is SPED 6041: Practicum in Applied Behavior Analysis in Autism and Special Education Settings.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

We needed a class that showed the practicum was in applied behavior analysis and autism, instead of a generic course title and description.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

This course will meet the Council for Exceptional Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder in the following below. Specifically our students will apply skills learned through coursework in the field in the following broad areas of preparation in special education.
Initial: • Standard 2 (Learning Environments) • Standard 3 (Curricular Content Knowledge) • Standard 4 (Assessment) • Standard 5 (Instructional Planning and Strategies) Advanced: • Standard 1 (Assessment) • Standard 2 (Curricular Content Knowledge) • Standard 3 (Program, Services, and Outcomes) • Standard 6 (Professional and Ethical Practice)

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

We needed a course that specifically addressed autism and applied behavior analysis for state and national accreditation. We have been teaching it with a generic fieldwork course.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the

resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This course has been running under the generic practicum number. It will have its own course number, title, and description. There is no effect on other colleges, departments or programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course has been running under the generic practicum number. It will have its own course number, title, and description. There is no effect on the department. It provides clarification for students.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This change helps define for students the content in the practicum. There is no effect on enrolled students.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There is a critical shortage of special education teachers. We anticipate demand increasing to match needs in the area. The course is also part of state and national accreditation requirements.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no effect on resources as it has been running under the generic practicum number.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of

each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

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N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

NA

O. Current course description:

There is no current course description.

P. Proposed course description:

SPED 6041: Practicum in Applied Behavior Analysis in Autism and Special Education Settings This course is structured to provide an intense hands-on practicum for students seeking an AI endorsement from the MDE and subsequent MA in Special Education. Students will learn to identify and effectively apply teaching strategies and tactics based on evidence-based instructional practices. The course will focus on the following areas of learning: a) analysis of academic and social behavior of students with a broad spectrum of needs including autism and developmental disabilities, b) identification and application of effective teaching tactics from the National Professional Development Center on Autism Spectrum Disorder, and c) applications of evidence-based practices in school and center-based settings. This course provides students with fieldwork in which the course content from methods and assessment classes will be applied. Students will learn to analyze the graphic display of instructional data as they identify and apply effective instructional tactics from the research literature. This is variable credit for 1-3 credits. It is credit/no credit. It is restricted to students in SPCM and SPMU.

Submit Request

Correct Request

Cancel

RELEASE: 8.5.3

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