



Course Syllabus: Teaching Strategies: Affective Disorders

College of Education and Professional Studies

SPED 6013 Section x10

Fall 2026 Term B Oct 17-Dec 4

Contact Information

Instructor: Edward Schultz

Office: B310

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Instructor Response Policy

I am usually very prompt in my responses. If you do not get a response within 24 hours during the work week (M-F), please send a reminder.

Course Description

Planning effective programming using data-based decision-making, Positive Behavioral Supports, technology, and evidence-based practices. Includes nature and needs of students with emotional/behavioral disorders, and legal issues related to the education of such students.

Textbook

Kauffman, J.M., & Landrum, T.J. (2018). Characteristics of Emotional and Behavioral Disorders of Children and Youth, 11th Edition; Pearson Publishing.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137 = A.

Table 1: Points allocated to each assignment

Assignments	Points
Lecture Notes (2 @ 25pts)	50
Text questions (1-7; 8-15) 2@ 50 pts	100
FBAand BIP Project	100
Insight Webinars 6@ 25 pts	150
Final Exam	100
Total Points	500

Table 2: Total points for final grade.

Grade	Points
A	460-500
B	425-459
C	400-424
D	350-399
F	Below 350

Exams

One comprehensive final exam covering all content from the entire semester. Format TF; Multiple Choice, essay

Projects Required

You will be trained in conducting a functional behavior assessment and develop a behavior intervention plan

Insight Webinars

From over 50 webinars, you will select six that interest you. After you watch the webinar, you will submit notes outlining what you learned and how you can apply what you learned.

Late Work

Hard due dates, you will be counted late if not turned in on the exact due dates (one day 25%, 2 days 75%, 3 days 100%)

Note: To get a passing grade in this class, ALL work must be completed. Missing assignments will result in "F" for the class.

Important Dates

- Last day for term schedule changes: NA
- Deadline to file for graduation: NA
- Last Day to drop with a grade of "W": Nov. 23
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Please log in regularly for course updates.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

AI tools may be used in this course for limited support purposes, including brainstorming, organizing ideas, clarifying concepts, and assisting with preliminary research. However, students may not use generative AI to compose answers, generate responses to assignment prompts, complete assignments, or perform the analysis and thinking required of the student.

All submitted work must reflect the student's own reasoning, understanding, and writing. Students are responsible for verifying the accuracy of information obtained through AI and consulting credible original sources.

Students must disclose when and how they used AI in completing an assignment and are encouraged to retain copies of their prompts and the AI-generated responses. Submitting AI-generated material as one's own work may be treated as a violation of the course's academic-integrity policy.

If you have any questions about whether or how AI may be used for a particular assignment, please contact me before using it. I am an advocate for the appropriate use of AI and encourage students to use these tools ethically and responsibly.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week of	Activities/Assignments/Exams	Due Date
10/19	Read and study Chap 1-7, Book questions, FBA project; Webinar	NA
10/26	Read and study Chap 1-7, Book questions, FBA project; Webinar	NA
11/2	Read and study Chap 1-7, Book questions, FBA project; Webinar; Lecture 1 11/5; 4-5:30.	2 Webinars (11/3)
11/09	Midterm Exam (window 11/10-11/13) Read and study Chap 8-15, Book questions, FBA project	Book Questions 1-7, due (11/10); Lecture notes 1 due 11/12
11/16	Read and study Chap 8-15, Book questions, FBA project; Lecture 2, 11/19 at 4-5:30	NA
11/23	Read and study Chap 8-15, Book questions, FBA project	2 Webinars (11/24) Lecture Notes 2 due 11/24
12/30	Read and study Chap 8-15, Book Questions; Final Exam	FBA Project (12/1) Book questions 8-15, due 12/1)

Appendix A:

[Appendix A: Standards/Competencies](#)

Objective	Standard	Assignment/Activity
The educational diagnostician will apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed	(Standard I) Competency 001(TEC 239.83 (b)1-2) B. Demonstrate knowledge of federal and state criteria and identification procedures for determining students' eligibility for special education services, including all components of Child Find mandate requirements. G. Apply knowledge of risk factors, characteristics of disabilities, and other indications that a student may have a need for specially designed instruction and	Lecture/Midterm/Final

instruction and related services.	related services. H. Demonstrate knowledge of issues related to the identification of and the overrepresentation and underrepresentation in special education of culturally and linguistically diverse student populations. I. Demonstrate knowledge of important student information needed (e.g., cognitive, academic, communicative, social, physical, functional, adaptive, and emotional characteristics) from a variety of sources, including information regarding students' educational, developmental, medical, and family histories. J. Demonstrate knowledge of the relationships between assessment and evaluation, goals and objectives, and services for students with disabilities.	
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Appendix A:

[Appendix A: Standards/Competencies](#)

Objective	Standard	Assignment/Activity
The educational diagnostician will Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.	(Standard IV, VII, IX, and X) Competency 004; TEC 239.83 (e)1-2; TEC 239.83 (h)1-2; TEC 239.83 (j)1-2; TEC 239.83 (k)1-2] A. Apply knowledge of characteristics and educational implications of disabilities for students of different ages, in various environments, and from culturally and linguistically diverse populations. G. Analyze individual results of assessments, evidence-based practices, interventions, and previous recommendations to assist with making decisions about individualized instruction for students.	Lecture/Midterm/Final

The educational diagnostician will understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.	(Standard V and IX) Competency 005; [TEC 239.83 (f)1-2; TEC 239.83 (j)1-2] A. Apply knowledge of functional skills (e.g., social, behavioral, communication, adaptive) that students need in order to participate in and contribute effectively to their school, home, community, and work environments. B. Demonstrate general knowledge of appropriate, nonbiased, and culturally responsive evidence-based interventions, curricula, and instructional strategies for the development of functional skills based on knowledge of individual students with disabilities. C. Demonstrate knowledge of the effects of antecedents and consequences (e.g., environment, teacher attitudes and behaviors) on the behavior of students with disabilities. D. Analyze assessment and evaluation results in collaboration with members of the multidisciplinary team (e.g., licensed specialists in school psychology [LSSPs], special education teachers, related service providers) in addressing educationally relevant behavior (e.g., vocational, functional, academic, social) for students in various settings. E. Apply knowledge of requirements and procedures for functional behavioral assessments (FBAs), manifestation determination reviews, and behavioral intervention plans (BIPs) that incorporate positive behavioral supports and interventions. F. Apply knowledge of functional skills instruction for transitioning across environments (e.g., preschool to elementary school, school to work) and the supports needed for transition and integration into various program placements. G. Apply knowledge of key concepts in behavior intervention (e.g., least intrusive intervention within the learning environment, social skills curricula, and cognitive behavioral strategies) and ways of applying these concepts in collaboration with staff across educational settings (e.g., LSSPs, special education teachers).	Lecture/Midterm/Final FBA Module
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