

WESTERN KENTUCKY UNIVERSITY

COURSE SYLLABUS: Spring 2019

SPED 610: Characteristics of Autism Spectrum Disorders

* The syllabus may be modified during the course. Items and information such as topic order and assignments are subject to change when needed, due to schedules, updating of information, new research, etc.

I. Instructor & Course Information

Professor: Marty Boman, Ed.D. Associate Professor Special Education
Former Director of the Kelly Autism Program
On Transitional Retirement in Phoenix, AZ
Contact me by email only.

E-mail: marty.boman@wku.edu

KAP: Kelly Autism Program
104 Alumni Avenue
Bowling Green, KY 42101
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Course: Characteristics of Autism Spectrum Disorders (SPED 610)

Credit Hours: 3

Prerequisite: Completed Master's Degree in various fields
SPED Masters Program
Professor's consent

Text: Hall, Laura J. (2013). *Autism Spectrum Disorders: From Theory to Practice* (2nd Ed.). Pearson: Upper Saddle River, NJ. ISBN-13:9787-0-13-265809-6.

(This book will be used for at least two of the ASD courses and is an excellent resource as you deal with parents/caregivers).

Policy for Services for Students with Disabilities

Students with disabilities who require accommodations (academic, adjustment and /or auxiliary aids or services) for this course must contact the Office of Student Disability Services (DUC A-200 of the Student Success Center in Downing University Center. The OFSDA telephone number is 745-5004 for both voice and TDD users.

Please do not request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services. However, if you are having difficulty with the materials or assignments, do not hesitate to contact me at marty.boman@wku.edu

II. Course Description

This course provides a comprehensive review of ASD from the perspectives of various disciplines. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues are discussed.

Thirty hours of field experience is required with one of these days at the Kelly Autism Program. Please email me if you have any questions. I will work with you if you have alternatives.

III. Course Rationale

This course will serve as an introduction to ASD, and will provide the most current research findings and best practices needed to gain a clear understanding of these individuals diagnosed with ASD.

Due to the students' social, emotional, behavioral, communication, academic, and sensory needs, teachers are searching for an understanding of their students diagnosed with ASD. Currently, these teachers and administrators are contacting the WKU Kelly Autism Program (KAP) as they are searching for strategies that can be implemented with students with ASD. One of the main focuses of KAP is to serve individuals with autism and their families. In order for KAP to become a national model, the college must provide a high quality educational opportunity for teachers who work with these individuals. Research has shown that the majority of students diagnosed with ASD can improve with the correct interventions.

Justification for developing this proposed course also comes from local, state, and national prevalence factors that indicate a dramatic increase in individuals diagnosed with autism throughout the nation as well as in Kentucky. According to the Department of Education in the United States, for children ages 6-21, the number of students in Kentucky with autism served by Individuals with Disabilities Education Act (IDEA) has increased to 1,845% from 38 in 1992-1993 to 739 in the academic year of 1999-2000.

Several graduate students in various educational programs at WKU have expressed a need to increase their knowledge regarding the education of these individuals due to the increasing number of students they are experiencing in their classrooms. This class will be the foundation for the education they are requesting.

IV. Course Objectives:

The student will acquire these skills by the end of the course:

- Outline the history of ASD and how it developed

- Define the disorders included in this field, and identify the prevalence and major causal factors of the various disorders
- Describe the characteristics of individuals with ASD
- Explain how ASD is identified
- Discuss how students with ASD receive their education
- Implement recommended educational practices for students with ASD
- Summarize the perspectives and concerns of parents and families of students with ASD
- Identify issues and trends affecting the field of ASD

V. Course Outline:

- The nature of the disorder
- The extent of the disorder
- The history: Development of the field
- Screening and classification/Diagnosis/Assessments
- Evaluation for instruction
- Causal factors
- Biological factors
- Family factors
- School factors
 - Academic
 - Communication
 - Behavioral and social
 - Sensory issues
- Future projections

Critical Student Performances: **YOUR Critical Performance will be your ASD Resource Manual. Due to its size, it has been difficult for the students to upload the material. For that reason, you will be required to upload IN ONE DOCUMENT your Table of Contents as well and as many sections as possible to: THE ELECTRONIC PORTFOLIO SYSTEM AT THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES WEB PAGE.** INSTRUCTIONS WILL BE PROVIDED ON THE COURSE SITE DURING THE SEMESTER. The entire contents must be forwarded to the professor for grading if they are not uploaded. This can be sent via a CD or thumb drive if you would like.

VI. Knowledge & Skills Addressed

Upon completion of this course, the student will know (CEC Program Standards, 2002):

1. Models, theories, and philosophies that provide the basis for special education practice related to ASD (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

3. Issues in definition and identification procedures for individuals with ASD including individuals from culturally and/or linguistically diverse backgrounds (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
4. Assurances and due process rights related to assessment, eligibility, and placement (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
5. Rights and responsibilities of parents, students, teachers, and other professionals, and schools as they relate to individual learning needs (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
6. Articulate personal philosophy of special education regarding individuals with ASD including its relationship to/with regular education (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).
7. Similarities and differences among the cognitive, physical, cultural, social, communication, sensory, and emotional needs of individuals with ASD and without exceptional learning needs (*Common Core: Characteristics of Learners*).
8. Effects an exceptional condition(s) may have on an individual's and his/her family's life (*Common Core: Characteristics of Learners*).
9. Educational implications of characteristics of various individuals diagnosed with ASD (*Common Core: Characteristics of Learners*).
10. Access information on various cognitive, communications, physical, cultural, social, communication, sensory, and emotional conditions of individuals with exceptional learning needs (*Common Core: Characteristics of Learners*).

VII. Course Dispositions Statement

Council for Exceptional Children Initial and Advanced Professional Content Standards and Knowledge Skill Sets addressed in this course:

Kentucky's Teacher Standards for Preparation and Certification can be found at:

<http://www.kyepsb.net/teacherprep/standards.asp>

The completed project for this course will include proficiency of all the standards as it will require application of teaching skills.

Standard 1: The teacher demonstrates applied content knowledge.

Standard 2: The teacher designs and plans instruction.

Standard 3: The teacher creates and maintains learning climate.

Standard 4: The teacher implements and manages instruction.

Standard 5: The teacher assesses and communicates learning results.

Standard 6: The teacher demonstrates the implementation of technology.

Standard 7: The teacher reflects on and evaluates teaching and learning.

Standard 8: The teacher collaborates with colleagues/parents/others.

Standard 9: The teacher evaluates teaching and implements professional development.

Standard 10: The teacher provides leadership within school/community/profession.

Comparison of Council for Exceptional Content Standards and KY Teacher Standards:

CEC Content Standards	KY Teacher Standards
1. Foundations	1. Content Knowledge

2. Development and Characteristics of Learners	1. Content Knowledge 2. Design/Plans Instruction
3. Individual Learning Differences	2. Design/Plans Instruction 3. Learning Climate 4. Manages Instruction

Instructional Methods/Activities:

This course will include but is not limited to blackboard course site, group work, lab activities, presentations, online discussions, interviews, and exams. Handouts may be distributed on line on the blackboard course site, held on reserve at the ERC, or distributed through Course Information.

VIII. Course Policies & Procedures

It should be understood that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) abide by the assignment point system and grading scale given herein, and (b) to provide ample time if a change in the specified assignments is necessary. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy. In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the right to impose appropriate penalty upon the offending student (e.g., loss of points) that he sees fit.

1. LATE WORK

In order to receive full point credit, assignments must be turned in on the specified due date. Assignments more than 3 days late will not be accepted. The equivalent of one letter grade will be subtracted for each day an assignment is late. This adjustment will be performed after the initial grade is assigned.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA

Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement's point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they may have regarding the guidelines for a particular assignment.

3. SCHEDULED EXAMS/COMPETENCY CHECKS

Students must complete competency checks on the dates scheduled by the professor. Failure to do so will result in alternate testing requirements. Students can only be exempted from this policy under circumstances as described in part 3 above (EXCUSES).

4. PLAGIARISM

To represent ideas or interpretations taken from another source as one's own is plagiarism. The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Using word-for-word content from a source without indication that it is a direct quote is also plagiarism, even if the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of "F" for the final course grade.

5. ACADEMIC DISHONESTY

Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of "F" for the final course grade.

6. TECHNOLOGY MANAGEMENT

Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require *more* dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course. You may call the Helpdesk at 270-745-7000 to check if they can help you with your problem. Please do not contact the professor.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software.

7. EMAIL COMMUNICATION

Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point,

professional, and respectful in all email communication with the professor. In the case that inappropriate /disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action she sees fit.

8. DISCUSSION BOARD POSTINGS

When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated.

9. BLACKBOARD COURSE SITE

You must become familiar with using the blackboard course site. If you do not know how to use it or if this is your first online course, you must find someone to show you how to use it. You cannot erase things on the Blackboard, only I can do that as the professor.

10. Grading/Evaluations/Assignments:

Grading Procedures

The course grade will be calculated as follows:

On-line Discussions—5 @ 25 points each 125 points
ASD Powerpoint Project 100 points
Article Reviews—3 @ 50 points each 150 points
ASD Resource Guide 100 points
Assessment Chart 50 points
Interview with parents, student, or teacher 25 points
Midterm exam 50 points
Final exam 50 points

TOTAL POINTS 650 POINTS

Grading Scale

A = 611-650 points 94-100%
B = 559-610 points 86-93%
C = 507-558 points 78-85%

ASSIGNMENTS/EVALUATIONS

Discussion Boards:

These topics and their due date will be posted on the Discussion board before the first day of class. Please check here immediately at the beginning of the course. Your posting should indicate that you have read the information from the text and are providing research based information.

ASD Powerpoint Project

This assignment will be posted to the Discussion Board so that your colleagues can have a copy to use when they need to do an in-service for their schools. Please save these to your computer for future reference. Each student will be required to do a thorough search regarding some aspect of ASD. There will be a rubric posted on the course site indicating in detail how you will be graded on this project. You will be required to discuss something you learned about the topic, or ask questions of your colleague who created the PP.

Article Reviews

These will also be posted on the Discussion Board so that your colleagues have a copy to use when they need information regarding a particular topic.

These should be AP style and no longer than two pages in length, double-spaced. Due dates will be posted on the Course site as well as the topics that you should focus on.

ASD Resource Guide

This assignment is your “Critical Performance” so needs to be posted to the College of Education website. Also this should be compiled on a CD and mailed or delivered to me for grading. Students will compile an ASD resource guide for their usage with the purpose of having a resource guide for teachers, parents, or yourself when the need arises. You will add to this throughout the five courses. This 3-ring binder (I would recommend a 3 inch binder) should be divided into sections whereby you will be able to add more as needed. For this course, you should include the sections:

- The nature of the disorder
- New regulations to be released
- Causes/influences of the disorder
- Evaluations
- Sensory issues
- Dietary concerns

Midterm and Final Exam

Exams will be turned in to the Assignment Feature on the course site. Your midterm and final exams will be posted on Course Information. You will be expected to include a statement verifying that you adhere to a professional honor code. Exams will be turned in through the Assignment Feature on the blackboard site.

Please contact me at any time if you ever have any questions about the course!

ALL DUE DATES ARE POSTED UNDER THE DISCUSSION BOARD ICON!