

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	633	No. of Credits	3
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COURSE TITLE	Autism: Communication and Social Disorders
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2. ACTION DESIRED:

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
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NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)	3+0 +1			COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)					

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

5. COURSE REPEATABILITY:

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

EDSE F633 Autism: Communication and Social Disorders

3 Credits

Offered Spring; As Demand Warrants

Current methods for assessment and intervention of students with autism. Current issues and trends affecting educational practices are analyzed. Case study method used to make assessment and instructional decisions. Parent communication is emphasized. Field experience required. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

EDSE F633 Autism: Communication and Social Disorders

3 Credits

Offered Spring; As Demand Warrants

Current methods for assessment and intervention of students with autism. Current issues and trends impacting educational practices are analyzed. Case study method used to make assessment and instructional decisions. Parent communication is emphasized. Field experience required. (3+0+1)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO

☐ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:

☒ X

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☐

Yes

☒ X

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

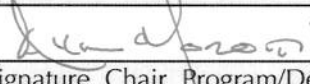
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

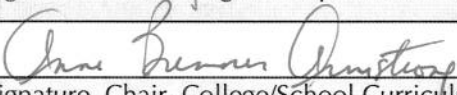
JUSTIFICATION FOR ACTION REQUESTED

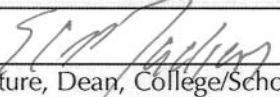
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

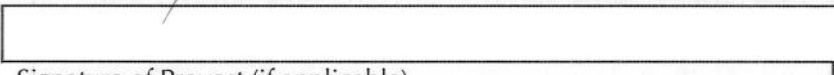
Catalog needs to reflect the amount of fieldwork required for the course.

APPROVALS:

 Date 8-24-10
Signature, Chair, Program/Department of:

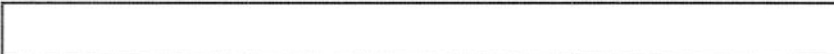
 Date 9.07.2010
Signature, Chair, College/School Curriculum Council for:

 Date 9/8/10
Signature, Dean, College/School of:

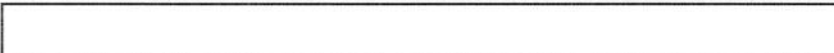
 Date
Signature of Provost (if applicable)

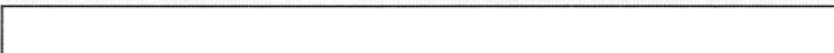
Offerings above the level of approved programs must be approved in advance by the Provost.


ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

 Date
Signature, Chair, Program/Department of:

 Date
Signature, Chair, College/School Curriculum Council for:

 Date
Signature, Dean, College/School of:

ATTACH COMPLETE SYLLABUS (as part of this application).

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>

The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.
☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and
☐ any supplies required.

4. Course description:

☐ Content of the course and how it fits into the broader curriculum;
☐ Expected proficiencies required to undertake the course, if applicable.
☐ Inclusion of catalog description is *strongly* recommended, and
☐ Description in syllabus must be consistent with catalog course description.

5. ☐ Course Goals (general), and (see #6)

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and
☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities."

UAF School of Education:
“Preparing professional educators who are culturally responsive, effective practitioners”
EDSE 633 Autism: Communication and Social Disorders
Spring 2010

Credits: 3.0

Day & Time: Thursday 5:20 – 8:20

Location: Rm. Gruening 204, via audio conference, Blackboard

Phone: (907) 474-1557

Office Hours: 2:30-4:30 Mondays & by Apt.

Prerequisites: none

Instructor: Joanne Healy, M.S.

Office: Gruening Building 714A

E-mail: jhealy7@alaska.edu

Required Readings

Texts:

Bellini, S. (2008) Building social relationships Shawnee Mission, KS: Autism Publishing Co.

ISBN: 9781931282949

Janzen, J. E. (2002) Understanding the nature of autism: A guide to the autism spectrum disorders (2nd ed.). San

Antonio, TX: Harcourt Assessment.

ISBN: 9781602510142

Klor, G. (2005) Say the right thing: A Guide for Responding to Parents' IEP Requests. Horsham, PA:LRP.

ISBN: 9781578340576

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)

- [Justice Center Website](#)

List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

Course Materials: A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

I. COURSE DESCRIPTION

Students should be proficient working with individual or small groups of students in an academic setting. Current methods for assessment and intervention of students with autism. Current issues and trends impacting educational practices are analyzed. Case study method used to make assessment and instructional decisions. Parent communication is emphasized. A 15-hour field experience is required.

Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

1. Assessment

Goal: Describe assessment tools and procedures used to evaluate students with autism.

Outcomes:

- 1.1 Define autism and list eligibility criteria.
- 1.2 Select appropriate assessment tools and procedures.
- 1.3 Create an initial assessment plan for a student with autism.

2. Learning Styles

Goal: Describe the learning styles of students with autism.

Outcomes:

- 2.1 Prepare instructional plans that consider the learning styles of students with autism.
- 2.2 Create visual strategies to assist student learning.

3. Intervention

Goal Review appropriate instructional methods for students with autism.

Outcomes:

3.1 Develop an instructional program that incorporates visual strategies, peer interactions, communication systems, and a system to monitor progress.

3.2 Compare and contrast nationally recognized programs or instructional approaches.

4. Current Issues and Trends

Goal: Discuss current issues and trends that affect educational practices.

Outcomes:

4.1 Analyze controversial instructional methods.

4.2 Analyze case law.

5. Parent Communication

Goal: Describe effective methods of communication with parents.

Outcomes:

5.1 Describe appropriate models for communication with parents.

5.2 Formulate responses to common parent educational concerns.

Guidelines for Evaluations

Grading rubrics will be used to assess candidate performance on course projects which may include a instructional plan project, an assessment plan project, a visual strategies project, a 15 hour field work assignment, a report on current issues and trends, case law analyses, and responses to parent educational concerns.

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

V. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence or tardiness, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular timely attendance and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

Readings

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

Assignments Due the day indicated on the syllabus.

Field Experience

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

Plagiarism

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that

are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

Professional and Ethical Behavior

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

Student Code of Conduct and Expect Classroom Etiquette

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

Academic Support Services

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

Disabilities Services

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, fydso@uaf.edu, or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

ASSIGNMENTS

1. Instructional Plan Project 50 Points During your fieldwork plan to teach a social skill which will help an autistic child fit into a group better. You should include an introduction, role-play, try it and review and re-teach if necessary.

2. Assessment Plan Project 50 Points An autistic child often does take traditional assessments. Develop an assessment, which will allow the student to demonstrate mastery of skills taught.

3. Visual Strategies Project 50 Points Autistic children often need visual cues to know what is next. Create visual cues for responses to questions, a daily schedule and how to communicate a change in the schedule.

4. Field Experience Journal (50 Points)

You are required to complete a 15-hour (NO exceptions) field experience in a school's special education setting. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep a journal while engaged in this experience and turn it in

weekly to the instructor.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal weekly.

Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

5. Reflective paper, report on current issues and trends, case law analyses, and responses to parent educational concerns. (50 Points each Total 200 points)

Current Issues and Trends will focus on one issue, which is pertinent to a student in your field experience or an area of interest for you personally. Length 2-3 pages, be double spaced with size 12-point font.

Case Law Analyses will focus on one issue, which is pertinent to a student in your field experience or an area of interest for you personally. Length 2-3 pages, be double spaced with size 12-point font.

Response to Parent Educational Concerns will focus on an issue that might have happened in your fieldwork or something, which you have experienced or heard about. This is a chance to use 20/20 hindsight after you have reflected on the situation what would have been the perfect response and why. Length 2-3 pages, be double spaced with size 12-point font.

Reflective Paper As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. Length 2-3 pages, be double spaced with size 12-point font.

School: _____

[illegible]

Evaluation is based on a percentage of the total class points listed using the following grading system.

Faculty Expectations	10 Points
Instructional Plan Project	50 Points
Assessment Plan Project	50 Points
Visual Strategies Project	50 Points
Field Experience Journal	50 Points
Reflective Papers 50 X 4	200 Points

Total Points 410 Points

GRADING SYSTEM: The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
1 1/21/10	Course overview, syllabus, introductions, Q&A	Read Chap. 1 in all texts <u>Understanding the nature of autism</u> , <u>Building Social Relationships</u> , & <u>Say the right thing</u>	Blackboard Activity No Class
2 1/28/10	Current Issues/Trends	Read Chap. 2 & 3 <u>Understanding the nature of autism</u> Chap. 2 <u>Building Social Relationships</u>	
3 2/4/10	Parent Concerns	Read Chap. 2 <u>Say the right thing</u> Chap. 3 <u>Building Social Relationships</u>	Current Issues and Trends Paper
4 2/11/10	Environmental assessment; generating a hypothesis	Read Chap. 4 <u>Understanding the nature of autism</u> Chap. 4 <u>Building Social Relationships</u>	
5 2/18/10	ABC of communication and behavior	Read Chap. 5 <u>Understanding the nature of autism</u> Chap. 3 <u>Say the right thing</u> Chap. 5 <u>Building Social Relationships</u>	Case Law Analyses Paper
6	Intervention strategies	Read Chap. 4	

2/25/10		<u>Say the right thing</u> Chap. 6 <u>Building Social Relationships</u>	
7 3/4/10	Present Visual Strategies and report how they worked.	Read Chap. 6 <u>Understanding the nature of autism</u> Chap. 7 <u>Building Social Relationships</u>	Visual Strategies Project
8 3/19/10	Social Skills training	Read Chap. 5 <u>Say the right thing</u> Chap. 8 <u>Building Social Relationships</u>	
9 3/25/10	Intervention strategies Share instructional plan and success with it.	Read Chap. 7 <u>Understanding the nature of autism</u> Chap. 9 <u>Building Social Relationships</u>	Instructional Plan
10 4/1/10	Generalization and maintenance of behaviors, social skills How did your assessment work.	Read Chap. 6 <u>Say the right thing</u> Chap. 10 <u>Building Social Relationships</u>	Assessment Plan Project
11 4/8/10	More Social Skills	Read Chap. 8 <u>Understanding the nature of autism</u> Chap. 11 <u>Building Social Relationships</u>	Blackboard Activity No Class
12 4/15/10	Crisis intervention, program evaluation/modification	Read Chap. 9 <u>Understanding the nature of autism</u> Chap. 12 <u>Building Social Relationships</u>	Response to Parental Educational concerns paper
13 4/22/10	TBA Guest speaker	Read Chap. 10 <u>Understanding the nature of autism</u>	Blackboard Activity No Class
14 4/29/10	Parent presentation	Read Chap. 7 <u>Say the right thing</u>	
15 5/6/10 5/13/10	Panel discussion on field work successes		Field work journals and Reflective paper due