### NEW COURSE FORM

#### 1. General Information.

| a. Submitted by the College of: | **Education** | Today’s Date: | **3/9/12** |
| b. Department/Division: | **EDSRC** | |
| c. Contact person name: | **Victoria Knight** | Email: | **v.knight@uky.edu** |
| Phone: | | **859-257-9165** |
| d. Requested Effective Date: | **Semester following approval** OR **Specific Term/Year**: | | **2 Su 2013** |

#### 2. Designation and Description of Proposed Course.

| a. Prefix and Number: | **EDS 660** |
| b. Full Title: | **Overview of Characteristics and Instructional Strategies for Individuals with ASD** |
| c. Transcript Title (if full title is more than 40 characters): | **Charac & Instruct Strat ASD** |
| d. To be Cross-Listed\(^2\) with (Prefix and Number): | **n/a** |
| e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours\(^3\) for each meeting pattern type. |

| Lecture | Laboratory\(^1\) | Recitation | Discussion | Indep. Study |
| Clinical | Colloquium | Practicum | Research | Residency |
| Seminar | Studio | Other – Please explain: |

| f. Identify a grading system: | **Letter (A, B, C, etc.)** | **Pass/Fail** |
| g. Number of credits: | **3.0** |

| h. Is this course repeatable for additional credit? | **YES** | **NO** |

If YES: **Maximum number of credit hours:**

If YES: **Will this course allow multiple registrations during the same semester?**

| i. Course Description for Bulletin: | **This course introduces students to the characteristics, classification systems, etiology and research, screening and assessment strategies/issues, approaches, and research-based interventions related to individuals with autism spectrum disorders. Practical classroom strategies, such as visual strategies and environmental arrangements will also be reviewed. The primary goal of the course is to provide students with a foundational knowledge of the strengths and needs characteristic of individuals with ASD, as well as to provide students with a comprehensive array of research-based instructional approaches for individuals with ASD, and to provide the criteria for determining which approach to use.** |

| j. Prerequisites, if any: | **EDS 601** |

| k. Will this course also be offered through Distance Learning? | **YES** | **NO** |

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\(^1\) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

\(^2\) The chair of the cross-listing department must sign off on the Signature Routing Log.

\(^3\) In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

\(^4\) You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

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### l. Supplementary teaching component, if any:  
- ☐ Community-Based Experience  
- ☐ Service Learning  
- ☒ Both

### 3. Will this course be taught off campus?  
- YES ☐  
- NO ☒

### 4. Frequency of Course Offering.  

a. Course will be offered (check all that apply):  
- ☐ Fall  
- ☐ Spring  
- ☒ Summer

b. Will the course be offered every year?  
- YES ☐  
- NO ☒  

If NO, explain:  
The course will be taught every other summer

### 5. Are facilities and personnel necessary for the proposed new course available?  
- YES ☐  
- NO ☒

If NO, explain:  
- course will be taught via Adobe Connect Pro by existing faculty

### 6. What enrollment (per section per semester) may reasonably be expected?  
- 15

### 7. Anticipated Student Demand.  

a. Will this course serve students primarily within the degree program?  
- YES ☒  
- NO ☐

b. Will it be of interest to a significant number of students outside the degree pgm?  
- YES ☒  
- NO ☐

If YES, explain:  
This course would be of interest to students outside of special education (e.g., CSD, EDL, EDP) due to the topics covered. Professionals across a variety of fields serve individuals with Autism Spectrum Disorders.

### 8. Check the category most applicable to this course:  

- ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere  
- ☒ Relatively New – Now Being Widely Established  
- ☐ Not Yet Found in Many (or Any) Other Universities

### 9. Course Relationship to Program(s).  

a. Is this course part of a proposed new program?  
- YES ☐  
- NO ☒

If YES, name the proposed new program:  

b. Will this course be a new requirement\(^5\) for ANY program?  
- YES ☐  
- NO ☒

If YES\(^5\), list affected programs:  

### 10. Information to be Placed on Syllabus.  

a. Is the course 400G or 500?  
- YES ☐  
- NO ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

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\(^5\) In order to change a program, a program change form must also be submitted.
**NEW COURSE FORM**

Signature Routing Log

**General Information:**

Course Prefix and Number:  **EDS 660**

Proposal Contact Person Name:  **Victoria Knight**  
Phone:  **859-257-9165**  
Email:  **v.knight@uky.edu**

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSRC</td>
<td>3/5/12</td>
<td>Belva Collins / 859-257-8591 / <a href="mailto:bcoll01@uky.edu">bcoll01@uky.edu</a></td>
<td>/ /</td>
</tr>
</tbody>
</table>

**External-to-College Approvals:**

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision&lt;sup&gt;6&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

__________________________

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.
Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. All fields are required!

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. The *department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level*. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at [http://www.uky.edu/Faculty/Senate/forms.htm](http://www.uky.edu/Faculty/Senate/forms.htm)).

<table>
<thead>
<tr>
<th>Course Number and Prefix: EDS 660</th>
<th>Date: 3/6/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Amy Spriggs</td>
<td>Instructor Email: <a href="mailto:amy.spriggs@uky.edu">amy.spriggs@uky.edu</a></td>
</tr>
<tr>
<td>Check the method below that best reflects how the majority of course of the course content will be delivered.</td>
<td></td>
</tr>
<tr>
<td>Internet/Web-based ☒</td>
<td>Interactive Video ☐</td>
</tr>
</tbody>
</table>

### Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   The course will be conducted using Adobe Connect which will allow synchronous face-to-face discussion and interactions for all class meetings. The course syllabus conforms to the University Senate Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student’s experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

   Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as it would be if this were a classroom-based course.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

   The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

   No

   If yes, which percentage, and which program(s)?

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course’s DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

   Students will have access to services provided by Distance Learning Programs as well as IT.

Abbreviations:  
TASC = Teaching and Academic Support Center  
DL = distance learning  
DLP = Distance Learning Programs

Revised 2/12
Distance Learning Form

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<table>
<thead>
<tr>
<th>Library and Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. How do course requirements ensure that students make appropriate use of learning resources?</td>
</tr>
<tr>
<td>Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.</td>
</tr>
<tr>
<td>7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</td>
</tr>
<tr>
<td>Not applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</td>
</tr>
<tr>
<td>The syllabus provides contact information for obtaining technical help.</td>
</tr>
<tr>
<td>9. Will the course be delivered via services available through the Academic Technology Group (ATG) and Distance Learning Programs (DLP)?</td>
</tr>
<tr>
<td>Yes ☒</td>
</tr>
<tr>
<td>No ☐</td>
</tr>
<tr>
<td>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</td>
</tr>
<tr>
<td>10. Does the syllabus contain all the required components, below? ☒ Yes</td>
</tr>
<tr>
<td>☐ Instructor’s virtual office hours, if any.</td>
</tr>
<tr>
<td>☐ The technological requirements for the course.</td>
</tr>
<tr>
<td>☐ Contact information for Information Technology Customer Service Center:</td>
</tr>
<tr>
<td>o Web: <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a></td>
</tr>
<tr>
<td>o Phone: 859-218-HELP</td>
</tr>
<tr>
<td>☐ Web Address for Distance Learning Programs: <a href="http://www.uky.edu/DistanceLearning">http://www.uky.edu/DistanceLearning</a></td>
</tr>
<tr>
<td>☐ Procedure for resolving technical complaints.</td>
</tr>
<tr>
<td>☐ Preferred method for reaching instructor, e.g. email, phone, text message.</td>
</tr>
<tr>
<td>☐ Maximum timeframe for responding to student communications.</td>
</tr>
<tr>
<td>☐ Language pertaining academic accommodations:</td>
</tr>
<tr>
<td>o “If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>.”</td>
</tr>
<tr>
<td>☐ Information on Distance Learning Library Services</td>
</tr>
<tr>
<td>o Carla Cantagallo, DL Librarian</td>
</tr>
<tr>
<td>o Web: <a href="http://libraries.uky.edu/DLLS">http://libraries.uky.edu/DLLS</a></td>
</tr>
<tr>
<td>o Phone: 859 257-0500, ext. 2171</td>
</tr>
<tr>
<td>o Email: <a href="mailto:carla@uky.edu">carla@uky.edu</a></td>
</tr>
<tr>
<td>o DL Interlibrary Loan Service: <a href="http://libraries.uky.edu/page.php?lweb_id=253">http://libraries.uky.edu/page.php?lweb_id=253</a></td>
</tr>
</tbody>
</table>

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 2/12
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<table>
<thead>
<tr>
<th>11.</th>
<th>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructor Name: Amy Spriggs</td>
</tr>
</tbody>
</table>

**Abbreviations:**  
- TASC = Teaching and Academic Support Center  
- DL = distance learning  
- DLP = Distance Learning Programs

*Revised 2/12*
**EDS 660: Overview of Characteristics and Instructional Strategies for Individuals with ASD**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Amy Spriggs, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>220 Taylor Education Building</td>
</tr>
<tr>
<td>Phone Number</td>
<td>859-257-9105</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Amy.spriggs@uky.edu">Amy.spriggs@uky.edu</a></td>
</tr>
<tr>
<td>Virtual Office Hours</td>
<td>Tuesdays (2:30-4:30) Wednesdays (2:30-4:30) By appointment</td>
</tr>
<tr>
<td>Technological Requirements</td>
<td>Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)</td>
</tr>
<tr>
<td>For Technological assistance</td>
<td>Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300</td>
</tr>
<tr>
<td>Technical Complaints</td>
<td>Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300</td>
</tr>
<tr>
<td>Preferred method for contacting instructor</td>
<td>E-mail</td>
</tr>
<tr>
<td>Anticipated Response Time</td>
<td>Within 24 hours</td>
</tr>
<tr>
<td>Information on Distance Learning Library Service</td>
<td><a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a></td>
</tr>
<tr>
<td>DL Librarian</td>
<td>Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
</tr>
<tr>
<td>Face-to-Face Librarian</td>
<td>Brad Carrington, Education Librarian <a href="mailto:brad.carrington@uky.edu">brad.carrington@uky.edu</a> 859.257.7977</td>
</tr>
<tr>
<td>Face-to-Face Interlibrary Loan Service</td>
<td><a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a></td>
</tr>
<tr>
<td>Course Website:</td>
<td>NA, Additional information will be on the Blackboard site. <a href="https://elearning.uky.edu">https://elearning.uky.edu</a></td>
</tr>
</tbody>
</table>

**Course Description**

This course introduces students to the characteristics, classification systems, etiology and research, screening and assessment strategies/issues, approaches, and research-based interventions related to individuals with autism spectrum disorders. Practical classroom strategies, such as visual strategies and environmental arrangements will also be reviewed.
The primary goal of the course is to provide students with a foundational knowledge of the strengths and needs characteristic of individuals with ASD, as well as to provide students with a comprehensive array of research-based instructional approaches for individuals with ASD, and to provide the criteria for determining which approach to use.

**Pre-requisites:**
Graduate student status; EDS 601 pre-requisite.

**UK College of Education Professional Themes**
This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

**Course Learning Targets, Outcomes, and Assessments**
This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, Characteristics of Highly Effective Teaching and Learning, and the Praxis Knowledge and Content.

<table>
<thead>
<tr>
<th>Learning Target/Outcomes: Special Education Content</th>
<th>Assessment (Formative/Summative)</th>
</tr>
</thead>
</table>
| Discuss the current research related to etiology  | Formative: Course readings, class discussions and activities  
Summative: Class presentations, written summaries, case study, final exam |
| Discuss and give examples of criteria used to diagnose and identify ASDs, including distinguishing features | Formative: Course readings, class discussions and activities  
Summative: Class presentations, written summaries, case study, final exam |
| Describe the core and distinguishing features in between the disorders on the autism spectrum | Formative: Course readings, class discussions and activities  
Summative: Class presentations, written summaries, case study, final exam |
Discuss and give examples of issues related to assessment; diagnosis and identification, including federal and state guidelines, and ethical implications

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, class presentations, written summaries, case study, final exam

Discuss and give examples of how comprehensive assessments using evidence-based approaches, varied forms of assessment, and current instruments available locally and nationally

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, class presentations, written summaries, case study, final exam

Describe key areas for assessment and intervention in communication, social and emotional understanding, understanding routines and conventions, self-care and independent skills, and learning styles

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, class presentations, written summaries, case study, final exam

Describe the importance of ongoing evaluation of strengths and needs in varied contexts

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, written summaries, case study, final exam

Identify and apply evaluation and documentation of progress on IEP goals and objectives

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, final exam

Identify a range of environmental supports, particularly organization and structure, that can help create predictable environments to maximize learning

Formative: Course readings, class discussions and activities
Summative: Assessments for program planning, written summaries, final exam

Course Delivery
This proposed course is designed in a synchronous online format.

Unbridled Learning Initiatives
This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment for learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.
Required Texts

Recommended Texts

Required readings
The required readings (in addition to the text chapters) are listed below.


Morse, T. (2010). Comprehensive special programming for students with autism spectrum disorder in the


Weiss, M.J. (2005). Comprehensive ABA programs: Integrating and evaluating the implementation of varied
Grades
All grading will be done as objectively as possible. Grades will be based on the scores accumulated by the student weighted by the following percentages.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments for Program Planning</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation on a “Hot Topic” in ASD</td>
<td>10%</td>
</tr>
<tr>
<td>Written Summaries</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Assignment of course grades.** Grades will be awarded on the following scale:

- 100 – 90% = A
- 89 - 80% = B
- 79 - 70% = C
- 69 and below = E

**Final Exam Information**
Student presentations will be given during the final exam period from 4:30-6:30 on Blackboard.

**Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**
N/A

**Submission of Assignments**
All written assignments must be prepared in a professional manner. “Professional” is defined as following APA guidelines (6th ed., 2010). All final products must be typed and an electronic copy submitted to the instructor by 11:59 pm on the due date via Blackboard. Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course. Students with excused absences are responsible for getting the assignment to the professor by the due date.

**Attendance**
Students are expected to attend all scheduled sessions for the course. The purpose of the seminar meetings is to discuss issues pertaining to the characteristics and instructional strategies for individuals with ASD. Topics discussed each week need not be directly related to assigned readings. Learners are encouraged to raise questions and discuss issues directly.
related to those with whom they are presently working or observing. At a learner's request, the instructor will bring specific materials (curricula) that a learner would like to review and discuss. Each seminar will consist of the instructor overviewing key points discussed in the readings. In addition, questions will then be answered and points summarized. Your active participation is encouraged and expected.

**Excused Absences**
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Verification of Absences**
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Excessive Absences**
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
*If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)*

**Participation and Professionalism**
The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at [http://education.uky.edu/ AcadServ/content/ student-handbook-education-programs](http://education.uky.edu/ AcadServ/content/ student-handbook-education-programs)). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse
groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

**Learning/Classroom Accommodations**
If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals’ points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group’s religion, ethnicity, disability, gender, or sexual orientation.

**Ethics Statement**
This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Special Education and Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the special education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Belva Collins, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

**Academic Integrity:**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.
Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Plagiarism will result in a course grade of E and referral to the MSD or IECE Program Faculty for disposition.

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity
The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky’s schools is directly and indirectly affected by UK’s Special Education program’s beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in functional and content areas that can then be used by them as citizens to enhance their communities and participate in the state’s ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

**Commitment to Addressing the Achievement Gap**

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in education. “Lack of knowledge of these differences can lead to the overrepresentation of students from diverse backgrounds in special education and to the underrepresentation of these students in gifted and talented programs” ([http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541](http://www.cec.sped.org/AM/Template.cfm?Section=Cultural_and_Linguistic_Diversity&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5541)). Therefore it is essential for our teacher candidates to understand issues related to cultural and linguistic diversity and make a commitment to value diversity.

**Commitment to Technology**

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

**Course Components**

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

The following is a list of the assignments that will be required in the course, a brief description, and the Praxis knowledge and skills that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.
<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
<th>Content Standards Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments for Program Planning</strong></td>
<td>Students will conduct and/or evaluate authentic assessments for program planning. Students will be expected to use direct assessment measures to develop observable and measureable IEP goals and objectives appropriate for students with ASD, focusing specifically on social, communication, and learning skills. Students will use those individualized IEP goals and objectives to develop program plans. Program plans will include settings, materials, instructional procedures, peer training strategies, modifications/adaptation specific to individuals with ASD, data collection and evaluation procedures, progress monitoring procedures, and a plan for collaboration(s) with other stakeholders in the individual’s life.</td>
<td>University of Kentucky Functional Skills and Dispositions 1, 2, 3, 4, 5</td>
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<tr>
<td></td>
<td></td>
<td>Council for Exceptional Children DD&amp;A Standards 2, 4, 5, 6</td>
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<tr>
<td></td>
<td></td>
<td>EPSB Kentucky Teacher Standards 1, 2, 5</td>
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<td></td>
<td>Unbridled Learning Initiatives:</td>
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<tr>
<td></td>
<td></td>
<td>1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)</td>
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<td></td>
<td></td>
<td>2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor &amp; Student Engagement, Instructional Relevance, Knowledge of Content)</td>
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<td></td>
<td></td>
<td>3. College and Career Readiness (Reading)</td>
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<tr>
<td></td>
<td></td>
<td>UK Missions for Research, Reflection, Learning, and Leading</td>
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<tr>
<td></td>
<td></td>
<td>UK College of Education Teacher Leader Standards 4, 7</td>
</tr>
<tr>
<td><strong>Presentation on a “hot topic” in ASD</strong></td>
<td>Students will be expected to sign up for one class session during which you will lead a class discussion focused on an article of your choice, selected from the University of Kentucky Functional Skills and Dispositions 1, 2, 3, 5</td>
<td>Council for Exceptional Children</td>
</tr>
</tbody>
</table>
popular press, that deals with a current topic to stakeholders. Students will be responsible for providing copies to class members via email one week prior to the class discussion. The student will be expected to provide a brief overview of the article and then review current scientific support for that topic. For example, if the student selects an article from the NYT on mercury and it’s link to ASD, the student will want to have empirical support (or lack thereof) for the claim.

<table>
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<tr>
<th>Written summaries</th>
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| All students are responsible for the readings from each class session. However, each class you will submit a written summary of ONE of the supplemental readings for that class session. The summary will consist of: (1) an abstract of the article or chapter content (see “Healing Thresholds” [http://autism.healingthresholds.com/lastest](http://autism.healingthresholds.com/lastest) for examples), (2) how you plan to integrate this knowledge into practice (i.e., how will you USE this information, and (3) a comment on one aspect of the article you would like to know more | DD&A Standards 3, 4, 5  
EPSB & COE Technology Standards 6  
EPSB Kentucky Teacher Standards 1, 2, 10  
Unbridled Learning Initiatives:  
1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)  
2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)  
3. College and Career Readiness (Reading, Writing)  
UK Missions for Research, Reflection, Learning, and Leading  
UK College of Education Teacher Leader Standards 2, 7  
University of Kentucky Functional Skills and Dispositions 1, 2, 3, 5  
Council for Exceptional Children DD&A Standards 3, 4, 5  
EPSB & COE Technology Standards 6  
EPSB Kentucky Teacher Standards 1, 6, 10  
Unbridled Learning Initiatives:  
1. Kentucky Academic Core |
<table>
<thead>
<tr>
<th>Case Study</th>
<th>University of Kentucky Functional Skills and Dispositions 1-5</th>
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<tbody>
<tr>
<td>Students will interview a parent of a child with ASD and interact/observe the student with ASD. The objective of this assignment is to gain a better understanding of a caregiver’s experiences with professionals, the service system, advocating for his/her child. Be able to discuss the child’s early diagnostic characteristics, parental experience in obtaining a diagnosis, parental experience in working with schools (what are IEP meetings like, how have they changed over time or what do you do differently now compared to the past, collaboration with teachers and school personnel, characteristics of good teachers / teams or the other) and other service agencies. Provide a detailed description of this child with specific examples of his/her characteristics. Anecdotes of specific episodes are encouraged. Present several examples of how</td>
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Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)

2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)

3. College and Career Readiness (Reading, Writing)

UK Missions for Research, Reflection, Learning, and Leading

UK College of Education Teacher Leader Standards 2

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Council for Exceptional Children

DD&A Standards 4, 6

EPSB Kentucky Teacher Standards 1, 8, 10

Unbridled Learning Initiatives:

1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)

2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Knowledge of Content)
| **Final Exam** | Students will be expected to take a final, comprehensive exam on the topics covered in the course. Answers will be a mixture of multiple choice, short answer, and essay questions. | University of Kentucky Functional Skills and Dispositions 1, 3, 5  
Council for Exceptional Children DD&A Standards 2, 3, 4, 5  
EPSB Kentucky Teacher Standard 1  
Unbridled Learning Initiatives:  
1. Kentucky Academic Core Standards for English/Language Arts (Literary Reading, Informational Reading, Writing, Speaking and Listening, Language)  
2. Characteristics of Highly Effective Teaching and Learning (Learning Climate, Classroom Assessment and Reflection, Instructional Rigor & Student Engagement, Instructional Relevance, Knowledge of Content)  
3. College and Career Readiness (Reading, Writing)  
UK Missions for Research, Reflection, Learning, and Leading  
UK College of Education Teacher Leader Standards 2 |
## Course Schedule and Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
</tr>
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</table>
| 1     | • Introductions  
       • Syllabus Overview | -Read: Mesibov (2006a) |
| 2     | • Foundations of ASDs  
       • What are ASDs  
       • Characteristics and commonalities of ASDs: Classification systems: DSM and IDEA  
       • Diagnosis: challenges in the past and present  
       • Why is it called a “spectrum”? (Rett syndrome, CDD, PDD, PPD-NOS, Asperger’s, and autism)  
       • What “causes” ASDs and why is there an increase?  
       • Current research findings | -Read: Syllabus  
-Read: NRC Chapter 1, 2  
-Read: Georgiades et al (2007)  
** Sign up for “Hot Topic” presentation |
| 3     | • Theoretical underpinnings and controversies of instructional approaches  
       • Applied behavior analysis  
       • Cognitive developmental theories  
       • Biophysical interventions | -Read: NRC Chapter 7, 12  
-Read: Rejendren & Mitchell (2007)  
-Read: Simpson (2001)  
-Read: Weiss (2005)  
-Read: Weiss (2005)  
-Due: Written Summary |
| 4     | • The right to the most effective treatment  
       • How do I know when a practice is evidence-based or research-based?  
       • Criteria for evaluating effectiveness of an intervention/strategy (CEC-ASD) | -Read: Heflin & Simpson (1998a)  
-Read: Heflin & Simpson (1998b)  
-Read Horner et al. (2005)  
-Read Stransberry-Brunahan & Collet-Klingenberg (2010)  
-Read NAC Chapter 2, 3  
-Due: Written Summary |
| 5     | • Assessments  
       • Screening (e.g., CARS, GARS, CHAT, M-CHAT)  
       • Diagnosis  
       • Federal and state legal guidelines  
       • Diagnosis vs. Identification  
       • Selection and Characteristics of Assessments (e.g., non-biased, evidence-based)  
       • Ongoing and comprehensive | -Read: deBildt et al. (2004)  
-Read: Reichov, Volkmar, & Cicchetti (2007)  
-Read Lord & Corsello (2005)  
-Due: Written Summary |
<table>
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<tr>
<th>Evaluation</th>
<th>Comprehensive</th>
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| 6 | Review of Using Assessments to Plan for Instruction  
|   | Assessment and documentation  
|   | Writing observable and measurable IEP goals and objectives based on assessments  
|   | Developing comprehensive instructional programs  
|   | Data based decisions  
|   | -Read: Smith & Slattery (1993)  
|   | -Read: Morse (2010)  
|   | -Read: Kanne et al. (2008)  
|   | -Read Wilczynski et al. (2007)  
|   | -Due: Written Summary |

| 7 | Instructional planning  
|   | Individuals with Asperger’s and HFA (e.g., testing accommodations, modifying and adapting curriculum, peer supports)  
|   | Review of Planning for systematic instruction (e.g., constant time delay)  
|   | Collaboration and transdisciplinary planning  
|   | -Read: NRC Chapter 3, 11  
|   | -Read: Odom (2009)  
|   | -Read: Rogers & Ozonoff (2006)  
|   | -Read: Simpson et al. (2005) pg. 86-104  
|   | -Due: Written Summary  
|   | -Due: Assessment Summary |

| 8 | Early Intervention strategies  
|   | Overview of Joint action routines, joint attention, facilitation of play skills, and benefits of inclusion  
|   | Use of the NRC 2001 guidelines  
|   | -Read: Schertz & Odom (2007)  
|   | -Read: Mundy & Burnette (2005)  
|   | -Read: Rogers (1999)  
|   | -Read: NAC pg. 46-47, 61  
|   | -Read: Simpson et al. (2005) Chapter 1  
|   | -Due: Written Summary |

| 9 | Overview of Communication strategies  
|   | Arranging the environment  
|   | FCT  
|   | AAC  
|   | Opportunities for engagement across settings, people and materials  
|   | -Read: NRC Chapter 5  
|   | -Read: Paul et al. (2005)  
|   | -Read: Flippen et al. (2010)  
|   | -Read: Trembath et al. (2009)  
|   | -Read: NAC pg. 62, 65, 66, 67  
|   | -Read: Simpson et al. (2005) pg. 47-76  
|   | -Due: Written Summary  
|   | -Due: IEP Goals and Objectives |

| 10 | Overview of Social Skills  
|   | Peer mediated approaches  
|   | Teaching unstated social rules explicitly  
|   | Social scripts and stories: Urban myth or research-based practice?  
|   | Comic strip conversations  
|   | Power cards  
|   | -Read: NRC Chapter 6  
|   | -Read: Zhang & Wheeler (2011)  
|   | -Read: Test et al. (2011)  
|   | -Read: NAC pg. 50, 68  
|   | -Read: Simpson et al. (2005) Chapter 3  
<p>|   | -Due: Written Summary |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 11   | - Environmental arrangements  
|      | - Structure and the classroom  
|      | - Organization and routine  
|      | - Visual supports  
|      | - Introduction to TEACCH  
|      | - Read: Mesibov et al. (2006b)  
|      | - Read: Mesibov et al. (2006c)  
|      | - Read: NAC pg. 68  
|      | - Read: Simpson et al. (2005) pg. 119 - 126  
|      | - Due: Written Summary  |
| 12   | - Issues for transition, self-help and independence  
|      | - Self-management and self-regulation  
|      | - Techniques for independent living, accessing community and recreation  
|      | - Picture/Activity Based schedules, routines, task analytic instruction across settings  
|      | - Read: Southall & Gast (2011)  
|      | - Read: Taylor & Seltzer (2011)  
|      | - Read: Bryan & Gast (2000)  
|      | - Read: NAC pg. 49  
|      | - Due: Written Summary  |
| 13   | - Issues for generalization and maintenance  
|      | - Naturalistic teaching/milieu  
|      | - Across the lifespan  
|      | - Across environments  
|      | - Read: Hancock & Kaieser (2002)  
|      | - Read: Hamilton & Snell (1993)  
|      | - Read: NAC pg. 49  
|      | - Read: Simpson et al. (2005) pg. 114 - 118  
|      | - Due: Case Study  
|      | - Due: Comprehensive Program Plan  |
| 14   | - Final Examination  |