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(*denotes required fields)

1. **General Information**

a. * Submitted by the College of: EDUCATION   Today's Date: 10/29/2012

b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c.
   * Contact Person Name: Victoria Knight   Email: v.knight@uky.edu   Phone: 859-257-9165
   * Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ○ Semester following approval OR ⊙ Specific Term/Year [1] [2] Su 2013

e.
   Should this course be a UK Core Course? ○ Yes ⊙ No
   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

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

a. * Will this course also be offered through Distance Learning? ⊙ Yes [1] ○ No

b. * Prefix and Number: EDS 662

c. * Full Title: Communication, AAC, and Technology for Individuals with Autism Spectrum Disorders

d. Transcript Title (if full title is more than 40 characters): Comm, AAC, Tech for Ind ASD

e. To be Cross-Listed [2] with (Prefix and Number): CSD 649

f. * 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.

x	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:				

g. * Identify a grading system: ⊙ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits: 3.0

i. * 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? ○ Yes ○ No

j. * Course Description for Bulletin:
   This course prepares persons who will be serving individuals with ASD. The focus of the course is on developing communication in this population, exploring augmentative and alternative communication devices, and using technology to teach individuals with ASD. The course will provide information on (a) typical language development, (b) characteristics of persons with autism and their unique communication needs, (c) assessment of communication needs, (d) development of communication goals, (e) development and delivery of effective strategies for teaching communication, and (f) use of technology to teach individuals with ASD. The objectives of this course are designed to provide students with a comprehensive knowledge of the communication characteristics of persons with autism, the state-of-the-art techniques in providing communication services for this population, and research-based strategies utilizing technology in teaching individuals with ASD. This course will be taught jointly by the Department of Special Education & Rehabilitation Counseling and the Department of Communication Sciences and Disorders.

k. Prerequisites, if any:
   EDS 601, EDS 661, EDS 662

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

3. * Will this course be taught off campus?   ○ Yes ⊙ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

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

    b. * Will the course be offered every year?   ○ Yes ◉ No

       If No, explain: This course will be offered 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., CD, 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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[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.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

                         Submit as New Proposal   **Save Current Changes**   **Delete Form Data and Attachments**

EDS 662/CSD 649: Communication, AAC, and Technology for Students with Autism Spectrum Disorders
Syllabus
Summer 2013
Time TBA
"Research and Reflection for Learning and Leading

Co-Instructors:	Melinda Jones Ault, Ph.D.	Jane O'Regan Kleinert, Ph.D., CCC-SLP
Office Locations:	219 Taylor Education Building	124N Charles Wethington Building
Phone Numbers:	859-257-7689	859-218-0568
Emails:	mjault@uky.edu	jklei2@uky.edu
Virtual Office Hours	Wednesdays, 2:00-4:00	Tuesdays, 2:00-4:00
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)	
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKI : or 859.257.1300	
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300	
Preferred method for contacting instructors	E-mail	
Anticipated Response Time	Within 24 hours	
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS	
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu	
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16	
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977	
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ	
Course Website:	NA	

Course Description
The focus of the course is on developing communication in this population, exploring augmentative and alternative communication devices, and using technology to teach students with ASD. The course will provide information on (a) typical language development, (b) characteristics of persons with autism and their unique communication needs, (c) assessment of communication needs, (d)

development of goals, (e) development and delivery of effective strategies for teaching communication, and (f) use of technology to teach communication to students with ASD.

The primary goal of this course is to provide teachers and therapists with a comprehensive knowledge of the communication characteristics of persons with autism, the state-of-the-art techniques in providing communication services for this population, and research-based strategies utilizing technology in teaching students with ASD. Students will read and analyze research from the professional literature.

This course will be taught jointly by EDSRC and the Division of Communication Sciences and Disorders in the Department of Rehabilitation Sciences of the College of Health Sciences.   CREDITS: 3 credit hours

Prerequisite
Graduate student status, EDS 601, EDS 660

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 learnirg 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.

Learning Target/Outcomes:	Assessment (Formative/Summative)
Discuss typical language development	Formative: Course readings, class discussions and activities Summative: Comprehension questions in class
Discuss and provide examples of communication characteristics of students with ASD	Formative: Course readings, class discussions and activities Summative: Comprehension questions in class, case study

Determine through writing and discussion the communicative competence level of students	Formative: Course readings, class discussions and activities Summative: Video communicative competence assignment
Discuss assessment of communication for learners with ASD	Formative: Course readings, class discussions and activities Summative: Case study assignment
Write appropriate communication objectives based on case study scenarios	Formative: Course readings, class discussions and activities Summative: Case study assignment
Describe evidence-based and research-based communication interventions for students with ASD	Formative: Course readings, class discussions and activities Summative: Phases of PECS assignment, Instructional Program Write-up, Research Abstracts
Describe components of AAC and AAC devices selecting appropriate devices based on student characteristics	Formative: Course readings, class discussions, activities, and demonstrations Summative: Instructional objective assignment, Instructional Program Write-up, Case study
Select, evaluate, and design instructional program to teach objective with appropriate technology	Formative: Course readings, class discussions, activities, and demonstrations Summative: Presentation of selection, evaluation of app assignment
Evaluate and discuss research-based interventions using technology	Formative: Course readings, class discussions, activities, and demonstrations Summative: Research abstracts

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

Mirenda, P., & Iacono, T. (Eds.). (2009). *Autism spectrum disorders and AAC*. Baltimore: Paul H. Brookes.

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

Ault, M. J., & Bausch, M. E. (Eds.) *A teacher's desktop guide to apps*. Reston, VA: Technology and Media Division of the Council of Exceptional Children.

Bondy, A., & Frost, L. (2009). The Picture Exchange Communication System: Clinical and research applications. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 279-302). Baltimore: Brookes.

Charlop-Christy, M., Carpenter, M., Le, L., LeBlanc, L., & Kelley, K. (2002). Using the Picture Exchange Communication System (PECS) with children with autism: Assessment of PECS acquisition, speech, social-communicative behaviors, and problem behaviors. *Journal of Applied Behavior Analysis, 35*, 213-231.

Charlop, M. H, Dennis, B., & Carpenter, M. H. (2010). Teaching socially expressive behaviors to children with autism through video modeling. *Education and Treatment of Children, 33*, 371-393.

Davis, K. M., Boon, R. T., Cihak, D. F., & Fore III, C. (2010). Power cards to improve conversational skills in adolescent with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities, 25*, 12-22.

Dyches, T. T. (1998). Effects of switch training on the communication of children with autism and severe disabilities. *Focus on Autism and Other Developmental Disabilities, 13*, 151-162.

Ganz, J., & Simpson, R. (2004). Effects on communicative requesting and speech development of the Picture Exchange communication System in children with characteristics of autism. *Journal of Autism and Developmental Disabilities, 34*, 395-409.

Hemmeter, M. L., Ault, M. J., Collins, B. C., & Meyer, S. (1996). The effects of teacher-implemented language instruction within free time activities. *Education and Training in Mental Retardation and Developmental Disabilities, 31,* 203-212.

Hetzroni, O. E., & Shalem, U. (2005). From logos to orthographic symbols: A multilevel fading computer program for teaching nonverbal children with autism. *Focus on Autism and Other Developmental Disabilities, 20*, 201-212.

Johnston, S., Nelson, C., Evans, J., & Palazolo, K. (2003). The use of visual supports in teaching young children with autism spectrum disorders to initiate interactions. *Augmentative and Alternative Communication, 19*, 86-103.

Iocono, T., Johnson, H., & Forester, S. (2009). Supporting the participation of adolescents and adults with complex communication needs. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 443-474). Baltimore: Brookes.

Kashinath, S., Woods, J., & Goldstein, H. (2006). Enhancing generalized teaching strategy use in daily routines by parents of children with autism. *Journal of Speech, Language, & Hearing Research, 49*, 466-485.

McSheehan, M., Sonnenmeir, R., & Jorgensen, C. (2009). Membership, participation, and learning in general education classrooms for students with autism spectrum disorders who use AAC. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 413-440). Baltimore: Brookes.

Mirenda, P. (2009). Introduction to AAC for individuals with autism spectrum disorders. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 3-22). Baltimore: Brookes.

Mitchell, P., Parsons, S., & Leonard, A. (2007). Using virtual environments for teaching social understanding to 6 adolescents with autistic spectrum disorders. *Journal of Autism and Developmental Disorders, 37,* 589-600.

Mobayed, K., Collins, B., Strangis, D., Schuster, J., & Hemmeter, M. (2000). Teaching parents to employ mand model procedures to teach their children requesting. *Journal of Early Intervention, 23,* 165–179

Olive, M. L., de la Cruz, B., Davis, T. N., Chan, J. M., Lang, R. B., O'Reilly, M., F., & Dickson, S. M. (2007). The effects of enhanced milieu teaching and voice output communication aid on the requesting of three children with autism. *Journal of Autism & Developmental Disorders, 37,* 1505-1513.

Prizant, B., & Duchan, J. F. (1981). The functions of immediate echolalia in autistic children. *Journal of Speech & Hearing Disorders, 46*(3), 241-249.

Prizant, B. M., & Rydell, P. J. (1984). Analysis of functions of delayed echolalia in autistic children. *Journal of Speech & Hearing Research, 27*(2), 183-192.

Rubin, E, Laurent, A., Prizant, B., & Weatherby, A. (2009). AAC and the SCERTS model: Incorporating AAC within a comprehensive, multidisciplinary educational program. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 195-218). Baltimore: Brookes.

Sansosti, F. J., & Powell-Smith, K. A. (2008). Using computer-presented social stories and video models to increase the social communication skills of children with high-functioning autism spectrum disorders. *Journal of Positive Behavior Interventions, 10,* 162-178.

Schepis, M. M., Reid, D. H., Behrmann, M. M., & Sutton, K. A. (1998). Increasing communicative interaction of young children with autism using a voice output communication aid and naturalistic teaching. *Journal of Applied Behavior Analysis, 31,* 561-578.

Sigafoos, J., Arthur-Kelly, M., & Butterfield, N. (2006). Inventory of potential communicative acts. In *Enhancing everyday communication for children with disabilities* (pp. 137-153). Baltimore: Brookes.

Sigafoos, J., O'Reilly, M., & Lancioni, G. (2009). Functional communication training and choice-making interventions for the treatment of problem behavior in individuals with autism spectrum disorders. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 333-354). Baltimore: Brookes.

Sundberg, M. L., & Partington, J. W. (1998). *The Assessment of Basic Language and Learning Skills (The ABLLS): An assessment, curriculum guide, and skills tracking system for children with autism or other developmental disabilities.* Pleasant Hill, CA: Behavioral Analysts, Inc.

Temple, K. (2007). A randomized comparison of the effect of two prelinguistic communication interventions on the acquisition of spoken communication in preschools with ASD. *Child: Care, Health & Development, 33,* 348-349.

Toth, K., Munson, j., Meltzhoff, A., & Dawson, G. (2006). Early predictors of communication development in young children with autism spectrum disorder: Joint attention, imitation, and toy play. *Journal of Autism and Developmental Disorders, 36,* 993-1005.

Wendt, O. (2009). Research on the use of manual signs and graphic symbols in autism spectrum disorders: A systematic review. In P. Mirenda & T. Iacono (Eds.), *Autism spectrum disorders and AAC* (pp. 83-118). Baltimore: Brookes.

Whalen, C. & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Psychology and Psychiatry, 44,* 456-468.

Yoder, P., & Stone, W. L. (2006). A randomized comparison of the effect of two prelinguistic communication interventions on the acquisition of spoken communication in preschoolers with ASD. *Journal of Speech, Language & Hearing Research, 49,* 698-711.

Grades

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment. Grades will be based on the percentage of points accumulated by the student.

Assignment	Percentage of Grade
Participation points (3 per session)	10%
Communicative competence	10%
Case study/ Communication objectives	10%
Phases of PECS	10%
Five research abstracts of technology application	20%
Instructional program write up	20%
Presentation of Selection, Evaluation, Implementation of App	20%
Total	100%

Incompletes. A grade of I (Incomplete) will be assigned only if the student has:
1. Implemented both instructional programs and collected data for at least 5 weeks
2. Received at least 80% on each quiz.
3. Has the written permission of the instructor.

Assignment of course grades. Grades will be awarded on the following scale:
Graduate
100–90% = A
89 - 80% = B
79 - 70% = C
69% and below = E

(NOTE: Graduate students are not eligible to earn a D per Graduate School policy.)

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 meetings is to discuss issues and deliver content pertaining to communication interventions for individuals with autism spectrum disabilities. Students are expected to come to class prepared by reading all assigned readings.

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). 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 see 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 or 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 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=/T aggedPage/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, the National Council for the Accreditation of Teacher Education Standards, the Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology, and the Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology.

The following is a list of the assignments that will be required in the course, a brief description, and the standards that align to each task. More detailed directions and evaluation criteria will be provided prior to each assignment.

Task	Task Description	Content Standards Alignment
Participation points	Students are expected to **actively participate** in class discussions and on-demand activities. Students should discuss relevant research and educational problems encountered in the classroom or in therapy of students with autism spectrum disorders and share experiences.	University of Kentucky Functional Skills and Dispositions 1, 3, 4 EPSB Kentucky Teacher Standards 1, 7, 8, 9 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) UK Missions for Research, Reflection, Learning, and Leading UK College of Education Teacher Leader Standards 2 2005 SLP Standards IV-B
	Participation points will be assigned based on student participation and attendance in class. 0 points = unexcused absence or excused absences in excess of three classes, 1 point = tardy of > 5 minutes or present but not alert or participating in other activities (e.g., sleeping, texting, e-mailing, using social networks), 2 points = present and alert but contributing minimally to discussion or activities, 3 points = present and actively participating (e.g., answering questions, participating in group activities, adding to discussion providing thoughtful answers to questions, leading group activities, linking answers to former knowledge, course content, or experience).	
Assessment of Communicative Competence	Students will be provided with videos of learners demonstrating various levels of communicative competence. Students will view each video and make a determination of the level of communicative competence demonstrated by the learner in the video. Students will write a report for each video, labeling the level of communicative competence observed and describing the factors that led to the determination.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 9 Unbridled Learning Initiatives: 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 4, 6

| | | UK Teacher Leader Standards 4

University of Kentucky Functional Skills and Dispositions 1, 3

2005 SLP Standards III-B, III-C, III-D

Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B |
|---|---|---|
| **Phases of PECS** | Students will be assigned to groups. Each group will present in class a detailed explanation of one of the six phases of PECS including a description of the stimuli used in the phase, the communicative behaviors taught, systematic procedures for teaching students this phase, and a data collection system for monitoring progress. | UK Missions for Research, Reflection, Learning, and Leading

EPSB Kentucky Teacher Standards 1, 2, 8

Unbridled Learning Initiatives:
  1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)
  2. Characteristics of Highly Effective Teaching and Learning (Knowledge of Content)
  3. College and Career Readiness (Reading, Writing)
  4. Assessment literacy

Council for Exceptional Children ICS/ICC Standards 4, 6, 10

UK Teacher Leader Standards 4

University of Kentucky Functional Skills and Dispositions 1, 2, 3 5

2005 SLP Standards III-B, III-C, III-D

Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B |
| **Case Study** | Given a case study provided by the | UK Missions for Research, |

	instructor and assessment information, students will develop appropriate observable and measurable instructional objectives to teach communication skills to the learner in the case study.	Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2 Unbridled Learning Initiatives: 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy Council for Exceptional Children ICS/ICC Standards 4, 6 UK Teacher Leader Standards 4 University of Kentucky Functional Skills and Dispositions 1, 3 2005 SLP Standards III-B, III-C, III-D Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B
Research abstracts - Research-based technology applications	Students will choose 5 data-based articles that teach a communication or social skill to a student with autism spectrum disorder using a technology and write an abstract of the article. Students should select to review articles that teach skills to students of the age or level of functioning that is most relevant to their current teaching or practice or using a technology that is of interest to their students or setting.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 7 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 (Knowledge of Content)
		3. College and Career Readiness (Reading, Writing)
		4. Assessment literacy
		Council for Exceptional Children ICS/ICC Standards 2, 3, 4, 7
		UK Teacher Leader Standards 2
		University of Kentucky Functional Skills and Dispositions 1, 3
		2005 SLP Standards III-B, III-C, III-D, III-F
		Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B
Instructional Program Write-Ups	Each student will design an instructional program to teach a communication skill to a student with ASD. The program must include a description of the student, the behavioral objective, the intervention plan including the intervention selected, the procedures to teach the skill, and the data collection methods. The student must include the data collection method and progress monitoring graph.	UK Missions for Research, Reflection, Learning, and Leading EPSB Kentucky Teacher Standards 1, 2, 4, 5 Unbridled Learning Initiatives: 1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening) 2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content) 3. College and Career Readiness (Reading, Writing) 4. Assessment literacy

		Council for Exceptional Children ICS/ICC Standards 8

UK Teacher Leader Standards 2, 3, 4, 7, 8, 10

University of Kentucky Functional Skills and Dispositions 1, 2. 3, 4

University of Kentucky Technology Standards 5

2005 SLP Standards III-B, III-C, III-D, III-F

Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B |
| **Presentation of Selection, Evaluation, and Instruction of App** | Students will select an instructional objective to teach a student with ASD, select an app to teach the skill, evaluate the app for its appropriateness for the characteristics of the learner. The students will design an instructional program for teaching the instructional objective using the app including instructional procedures, data collection recording system, and system for monitoring progress. | UK Missions for Research, Reflection, Learning, and Leading

EPSB Kentucky Teacher Standards 1, 2, 4, 6

Unbridled Learning Initiatives:
  1. Kentucky Academic Core Standards for English/Language Arts (Speaking and Listening)
  2. Characteristics of Highly Effective Teaching and Learning (Assessment and Reflection, Rigor and Engagement, Instructional Relevance, Knowledge of Content)
  3. College and Career Readiness (Reading, Writing)
  4. Assessment literacy

Council for Exceptional Children ICS/ICC Standards 2, 7, 8

UK Teacher Leader Standards 2, 4, 7 |

Session	Topic	Assignment Due
		University of Kentucky Functional Skills and Dispositions 1, 2. 3, 5
		University of Kentucky Technology Standards 2, 5, 5, 6
		2005 SLP Standards III-B, III-C, III-D, III-F
		Standards for Accreditation of Graduate Programs in Audiology and SLP 3.0B

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.
Course Schedule and Outline

Session	Topic	Assignment Due
1	• Introduction to Course • Course Structure • Syllabus • Introduction to Communication Development -early language development, babbling, joint attention, symbolic play, communicative intent, perlocutionary, illocutionary, locutionary stages of communication	• Read Syllabus • Boutot & Myles (Chapter 8)

2	• Communication Characteristics of Students with ASD
	  -Introduction to Verbal Behavior
	  -Presymbolic/Symbolic Communicators
	  -Functions of Echolalia
		• Prizant & Duchan (1981)
		• Prizant & Rydell (1984)
		• Text (Chapter 3)

3	• Assessment • Overview of SLP assessment • Ecological assessment of communicative demands • Assessment of Communicative form and function • Inventory of Potential Communicative Acts • Parental interview • ABBLS	• Sundberg & Partington (1998) • Sigafoos, Arthur-Kelly, & Butterfield (2006) DUE: Identification of communicative competence
4	• Selecting communication objectives based on assessment	• Kashinath et al. (2006)

	• Writing observable and measurable communication objectives • Developing communication programs • Designing data collection systems to monitor progress • Collaboration among Educators, Speech/language pathologists/Parents	
5	• What is Augmentative/Alternative Communication? • Introduction • High/low tech AAC devices • Communication Boards • Semantic compaction • Speech generating devices • Switch use • Mobile technologies • Dynamic display •Proloquo2Go	• Mirenda (2009) • Schepis et al. (1998) • Dyches (1998) DUE: Case study/ Communication objectives
6	•AAC • Accessing AAC • Selecting vocabulary • Graphic symbols • Message storage and retrieval • Mobile technologies	• Wendt (2009) • Hetzroni & Shalem (2005) • Johnston et al. (2003)
7	• The SCERTS Model	• Rubin, Laurent, Prizant, & Weatherby (2009).
8	• Picture Exchange Communication System	• Bondy & Frost (2009) • Ganz & Simpson (2004) • Charlop-Christie et al. (2002) DUE: Phases of PECS Assignment
9	• Functional Communication Training	• Sigafoos, O'Reilly, & Lancioni (2009)
10	• Discrete Trial Training • Milieu Teaching Strategies Part I • Responsivity Education & Prelinguistic Milieu Teaching	• Olive et al. (2007) • Temple (2007) • Yoder & Stone (2006) DUE: Abstracts of Data-based research studies
11	• Milieu Teaching Strategies Part II • Model • Mand-model • Incidental Teaching	• Mobayed et al. (2000) • Hemmeter et al. (1996)

12	• Integrating Communication into Home, Academic, and Community Environments	• McSheehan, Sonnenmeier, & Jorgensen (2009) • Iacono, Johnson, & Forester (2009)
13	• Strategies for Students with Higher Functioning Autism and Asperger's • Pragmatics • Initiating and Maintaining Conversation • Repair strategies • Research-based technology applications	• Davis et al. (2010) • Sansosti & Powell-Smith (2008) • Mitchell et al. (2007) • Charlop et al. (2010) DUE: INSTRUCTIONAL PROGRAM WRITE-UP
14	• Class Presentations	• Ault & Bausch (2012) DUE: Presentation on Selection, Evaluation of App Including Instructional Plan
15	• Class Presentations	DUE: Presentation on Selection, Evaluation of App Including Instructional Plan

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

e

| Courses | Request Tracking |

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

Browse...

Select saved project to retrieve... ▾

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION   Today's Date: 10/29/2012

b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel

c.
* Contact Person Name: Victoria Knight   Email: v.knight@uky.edu   Phone: 859-257-9165
* Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ○ Semester following approval OR ◉ Specific Term/Year [1] 2Su 2013

e.
Should this course be a UK Core Course?   ○ Yes ◉ No
If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ○ Yes [1] ◉ No

b. * Prefix and Number: EDS 663

c. * Full Title: Serving Individuals with ASD Institute

d. Transcript Title (if full title is more than 40 characters): ASD Institute

e. To be Cross-Listed [2] with (Prefix and Number): n/a

f. * 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.

x	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

g. * Identify a grading system   ◉ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits: 3.0

i. * 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? ○ Yes ○ No

j. * Course Description for Bulletin:
Students will connect content knowledge with skills from courses taken in the Autism Certificate courses (EDS 660, EDS 661, EDS 662, and EDP 671). Students will demonstrate skills in areas such as implementing research-based strategies and/ or behavior supports, collaborating for planning and delivery of instruction, working with diverse families and service providers, and evaluating appropriate technologies based on student needs. Students will demonstrate proficiency via role-play, case studies, video examples, and/or direct observation of individuals with ASD. Students will have an opportunity to learn from one another and experts in the field in a face-to-face format.

k. Prerequisites, if any:
EDS 601 and EDS 660, EDS 661, EDS 662, EDP 671

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

3. * Will this course be taught off campus?   ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

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

b. * Will the course be offered every year?   ○ Yes   ⦿ No

If No, explain: This course will be taught every other summer

5. * Are facilities and personnel necessary for the proposed new course available?   ⦿ Yes   ○ No

If No, explain:

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., CD, 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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[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
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

*my*UK

Good morning Janie   Sign Off

Launch Pad | Employee Self Service | Enterprise Services | myUK
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eCATS (Curricular Proposal) | Back Forward

Detailed Navigation

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| Courses | Request Tracking |

eCATS Request Tracking

○ No Filter	○ Filter By College Name	⊙ Filter By CourseID	○ Filter By Date Range		
	ACHAND & NUT REC	EDS	FromDate	ToDate	11/01/2012

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
⊛ EDS 660	Display Form	Course	New	EDUCATION	9/26/201
⊛ EDS 661	Display Form	Course	New	EDUCATION	9/26/201
⊛ EDS 662	Display Form	Course	New	EDUCATION	9/26/201

Details of Course/Program ID(EDS 662)

WORKITEM ID	Workflow Status	Date	Time
000010923516	Department Received	2012-09-26	15:19 PM
000010923531	Department Approved	2012-09-26	15:17 PM
000010929661	Received by College	2012-09-26	15:17 PM
000010929663	Approved by College	2012-09-26	15:31 PM
000010927630	Received by GC	2012-09-26	15:31 PM
000010927632	Approved by GC	2012-10-29	11:16 AM

| ⊛ EDS 663 | Display Form | Course | New | EDUCATION | 9/26/201 |