

**Tina L Thompson**

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**From:** Regena F Nelson  
**Sent:** Tuesday, April 3, 2018 10:44 AM  
**To:** Carol A Weideman  
**Cc:** Tina L Thompson  
**Subject:** Curriculum Course Request New Course SPED 6391 - E-2018-SPLS-14; effective term: 201910  
**Attachments:** IPA Revised SPED 6360 syllabus now 6391 with new title.docx

Please verify your data for New Curriculum Course Request for department: SPLS; college: E.  
 Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 01-FEB-2018

Request ID: E-2018-SPLS-14

College: E

Department: SPLS

Initiator name: Emily Curiel

Initiator email: emily.curiel@wmich.edu

Proposed effective term: 201910

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: G

Proposed course data:

New Course SPED 6391

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:  
 SPED 6391

2. Proposed credit hours:  
 3

3. Proposed course title:  
 Instructional Practices in School Settings for Students with Autism

4. Proposed course prerequisites:  
 None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

None

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

SPCM and SPMM

10. Classification restrictions:

Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

Graduate

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Instr Prac in Sch Set Autism

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

Yes

B. Please choose the applicable class level:

Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

We propose to create a new course SPED 6391: Instructional Practices in School Settings for Students with Autism.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This course was provided as a special topics for the past three years. It is being replaced with a new course number, title, and description. It is one of the courses for the autism (AI) endorsement. The content of the course aligns with the Council for Exceptional Children Initial and Advanced Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. This course will meet the Council for Exceptional Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder in the following below. Specifically our students will apply knowledge learned through coursework in the field in the following broad areas of preparation in special education.

- Initial:
  - o Standard 1 (Learner Development and Individual Learning Differences)
  - o Standard 2 (Learning Environments)
  - o Standard 3 (Curricular Content Knowledge)
  - o Standard 5 (Instructional Planning and Strategies)
  - o Standard 6 (Professional and Ethical Practice)
  - o Standard 7 (Collaboration)
- Advanced:
  - o Standard 1 (Assessment)
  - o Standard 2 (Curricular Content Knowledge)
  - o Standard 3 (Program, Services, and Outcomes)
  - o Standard 4 (Research and Inquiry)
  - o Standard 6 (Professional and Ethical Practice)

Specific course objectives include:

1. Students will read articles and book chapters as well as view video presentations on advanced topics related to autism (e.g., etiology of autism, diagnosis, legal foundations). They will apply their knowledge of ASD to engage in active discussion related to these topics including generating thoughtful, discussion questions and remarks. See course description and schedule for list of topics.
2. Students will work collaboratively with colleagues to select a specific age group as it relates to ASD and review the published literature. They will create a PowerPoint and present the material in a cohesive, informative way in class to cover autism across the lifespan.
3. Students will have the opportunity, as available based on guest speakers' availability, to make connections to experts in the field of ASD to further their knowledge and community engagement.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course is required as part of the autism endorsement program so needs to be created specifically for those students enrolled in the program to cover professional competencies as outlined by the Council for Exceptional Children Specialty Sets for Developmental Disabilities and Autism Spectrum Disorder.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There is no effect on other colleges, departments, or programs.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. This course is part of the autism endorsement program and does not effect the other department programs.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This change will give this course its own number and title instead of using the general special topics. It will help clarify for students the content and skills learned in this course.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There is a critical shortage of special education teachers at the state and national level. The course capacity is 20 students.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.) There is not effect on resources as this course has already been running with a special topics course number.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) This is not a general education course.

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

This is a graduate course.

O. Current course description:

There is no current course description as this is a new course. It has been running as a special topic which is SPED 6360.

P. Proposed course description:

SPED 6391: Instructional Practices in School Settings for Students with Autism

This course provides students with an opportunity to discuss and analyze some additional topics related to autism spectrum disorder (ASD). Among the topics covered are etiology, prevalence, diagnosis versus education eligibility, fads, pharmacology, teaching adaptive behavior and social skills, transition to postsecondary environments, inclusion, and collaboration.

3 Credit Hours.

Department Curriculum Chair approver: Susan Piazza

Department Curriculum Chair comment:

Date: 03-APR-2018

Department approver: Regena Nelson

Chair comment:

Date: 03-APR-2018



**Western Michigan University**  
***SPED 6391: Instructional Practices in School Settings for Students with Autism***  
***(3 credit hours)***  
Syllabus and Course Schedule

**INSTRUCTOR**

**Name:** Emily Curiel, PhD, BCBA-D  
**Phone:** 269-387-5955  
**Email:** emily.curiel@wmich.edu  
**Office:** 4571 Sangren Hall (Office #4827)  
**Office Hours:** By appointment

**CLASS TIME AND LOCATION**

Tuesday and Thursday from 5:30-8:00 p.m. in Sangren 3110.

**EMAIL RESPONSE TIME**

Generally, I will respond to emails within 24-48 hours of receiving them. Please attempt to do the same. Please include the course ID in the subject line of your email. Additionally, all correspondence via email will be through our WMU email accounts.

**REQUIRED TEXTBOOK/MATERIALS**

NOTE: We will be using some, but not all chapters of these texts.

Boutot, E. A. (2017). *Autism Spectrum Disorders: Foundations, Characteristics, and Effective Strategies* (2<sup>nd</sup> ed.). Boston, MA: Pearson.

(NOTE: This is the only text that you need to purchase. You can also rent it.)

Luiselli, J. K., Russon, D. C., Christian, W. P., & Wilczynski, S. M. (2008). *Effective practices for children with autism: Educational and behavioral support interventions that work*. New York, NY: Oxford University Press.

(NOTE: You do not need to buy this text; it is available as an e-book through the library. It can be found in our course reserves section of E-learning.)

Volkmar, F. R., Rogers, S. J., Paul, R. & Pelphrey, K. A. (Eds.). (2014). *Handbook of Autism and Pervasive Developmental Disorders* (4<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

(NOTE: You do not need to buy this text; it is available as an e-book through the library. It can be found in our course reserves section of E-learning.)

Journal articles and videos will also be assigned.

**COURSE DESCRIPTION**

This course provides students with an opportunity to discuss and analyze some additional topics related to autism spectrum disorder (ASD). Among the topics covered are etiology, prevalence, diagnosis versus education eligibility, fads, pharmacology, teaching adaptive behavior and social skills, transition to postsecondary environments, inclusion, and collaboration, to name a few.

## **COURSE OBJECTIVES**

Upon completion of the course:

1. Students will read articles and book chapters as well as view video presentations on advanced topics related to autism (e.g., etiology of autism, diagnosis, legal foundations). They will apply their knowledge of ASD to engage in active discussion related to these topics including generating thoughtful, discussion questions and remarks. See course description and schedule for list of topics.
2. Students will work collaboratively with colleagues to select a specific age group as it relates to ASD and review the published literature. They will create a PowerPoint and present the material in a cohesive, informative way in class to cover autism across the lifespan.
3. Students will have the opportunity, as available based on guest speakers' availability, to make connections to experts in the field of ASD to further their knowledge and community engagement.

For a list of the "Council for Exceptional Children's Initial and Advanced Specialty Sets: Developmental Disabilities and Autism Spectrum Disorder" standards covered in this course, please see last page of syllabus.

## **COURSE STRUTURE AND SCHEDULE**

The course is organized into topics of instruction called Modules, as outlined in the course schedule and on Elearning. Each topic may contain required readings, videos, discussion boards, assignments, or quizzes. See the course schedule below for a list of these items and due dates.

<b>Day</b>	<b>Topic</b>	<b>Readings/ Assignments / Due dates</b>
	Introduction to Course and Group Project  Module 1: History, Etiology, and Prevalence	<ul style="list-style-type: none"> <li>• Read: Chapter 1 (Boutot)</li> <li>• Read: Chown &amp; Hughes (2016)</li> </ul>
	Module 2: Diagnosis, Education Eligibility, IEPs, and Legal Foundations	<ul style="list-style-type: none"> <li>• Read: ASD Fact Sheet DSM-V</li> <li>• Read: Education-Based Evaluations for ASD</li> <li>• Read ASD State Plan</li> <li>• Read: Constable et al. (2013)</li> <li>• Read: Chapter 45 (Volkmar)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 1 (due 5/13 by 11:59 p.m.)</li> </ul>

	Module 3: Fads in Autism Treatment	<ul style="list-style-type: none"> <li>• Read:</li> <li>• Reading Quiz 1</li> </ul>
	Module 4: Pharmacology	<ul style="list-style-type: none"> <li>• Read:</li> <li>• View: Video Presentation (<a href="https://wmich.edu/autism/pharmacology-autism">https://wmich.edu/autism/pharmacology-autism</a>)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 2 (due 5/20 by 11:59 p.m.)</li> </ul>
	Module 5: Adaptive Behavior	<ul style="list-style-type: none"> <li>• Read: Chapter 8 (Boutot)</li> <li>• Read: Kroeger et al. (2009)</li> <li>• Reading Quiz 2</li> </ul>
		<ul style="list-style-type: none"> <li>• Take-Home Exam #1 (due 5/27 by 11:59 p.m. in the dropbox)</li> </ul>
	Class Time to Collaborate on Group Presentation	<ul style="list-style-type: none"> <li>• Bring your laptop and textbooks</li> </ul>
	Module 6: Social Skills	<ul style="list-style-type: none"> <li>• Read: Chapter 7 (Boutot)</li> <li>• Read: Chapter 13 (Luiselli)</li> <li>• Read: Taylor and Hock (2008)</li> <li>• Read: Betz et al. (2008)</li> <li>• View: Video Presentation (<a href="https://wmich.edu/autism/social-skills">https://wmich.edu/autism/social-skills</a>)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 3 (due 6/3 by 11:59 p.m.)</li> </ul>
	Module 7: Sexuality Education and Transition to Postsecondary Environments	<ul style="list-style-type: none"> <li>• Read: Chapter 13 and 14 (Boutot)</li> <li>• Reading Quiz 3</li> </ul>
	Module 8: Inclusion and Assistive Technology	<ul style="list-style-type: none"> <li>• Read: Chapter 35 (Volkmar)</li> <li>• Read: Crosland &amp; Dunlap (2012)</li> <li>• Read: Read Chapter 11 (Boutot)</li> <li>• Read: Bondy and Frost (2001)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 4 (due 6/10 by 11:59 p.m.)</li> </ul>
	Module 9: PBIS, Coaching, and Collaboration	<ul style="list-style-type: none"> <li>• Read:</li> <li>• Reading Quiz 4</li> </ul>
	Module 10: Family	<ul style="list-style-type: none"> <li>• Read: Chapter 3 (Boutot)</li> </ul>

	Dynamics and Support	<ul style="list-style-type: none"> <li>• Read Chapter 19 (Luiselli)</li> <li>• Read: Chapter 40 (Volkmar)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 5 (due 6/17 by 11:59 p.m.)</li> </ul>
	Module 11: Research	<ul style="list-style-type: none"> <li>• Annotated Bibliography (due by 5:30 p.m. in dropbox) and in-class group discussion</li> </ul>
		<ul style="list-style-type: none"> <li>• Take-Home Exam #2 (due 6/24 by 11:59 p.m. in the dropbox)</li> </ul>
	Final Group Presentations: Autism Across the Life Span <ul style="list-style-type: none"> <li>• Infants and Toddlers               <ul style="list-style-type: none"> <li>○ Chapter 5 (Volkmar)</li> </ul> </li> <li>• School Age Children               <ul style="list-style-type: none"> <li>○ Chapter 6 (Volkmar)</li> </ul> </li> <li>• Adolescents               <ul style="list-style-type: none"> <li>○ Chapter 7 (Volkmar)</li> </ul> </li> <li>• Adults               <ul style="list-style-type: none"> <li>○ Chapter 8 (Volkmar)</li> </ul> </li> </ul> <p>NOTE: All groups must upload their PowerPoint presentations to dropbox by 5:30 p.m.</p>	

## COURSE ASSIGNMENTS

### 1. Class Participation (8 at 5 points each= 40 points)

During the campus-delivered class sessions, to earn participation points, you must ask questions, answer questions, share experiences, and participate in in-class activities. Points will be deducted for arriving late or leaving early more than 15 minutes.

### 2. Reading Quiz (4 at 10 points each= 40 points)

During campus-delivered class sessions, at the start of class, there will be a short quiz related to the current week's reading.

### 3. Discussion Board Posts (5 at 10 points= 50 points)

During the online-delivered class sessions, after completing the required activities, you must post on the Discussion Board. Each Discussion Board will have a different prompt to respond to that will also specify how many times to respond. Discussion posts should be original, thought provoking, applicable, and reference the material from the current readings, lectures, or videos.

### 4. Exams (2 at 50 points each= 100 points)

There will be two take-home exams based on the content from the readings, lectures, videos, and assignments. **These must be completed individually.** You may use your notes, textbooks, and other resources. All responses need to be in your own words with in-text citations and a reference citation at the end.

**5. Annotated Bibliography and Group Discussion (1 at 40 points= 40 points)**

You will sign up for one article to read, write an annotated bibliography to bring copies of for classmates, and lead a 15-minute discussion with the class.

**6. Final Group Presentation (1 at 80 points= 80 points)**

You will work collaboratively in a small group (e.g., with two to three classmates) to create a PowerPoint and provide a 25-minute presentation to the class on the assigned topic. A rubric will be provided.

\*\*\*There may be opportunities throughout the semester to earn extra credit points.

**COURSE GRADING**

95-100%=A	75-79%=C
90-94% BA	70-74%=DC
85-89%=B	65-69%=D
80-84%=CB	64% and below=E

**LATE WORK POLICY**

Be sure to pay close attention to deadlines. For participation points and reading quizzes, if you have an excused tardy or absence, you can make up the participation points by providing a 5-minute presentation to the class on a topic of the instructor's choice and complete the reading quiz during a scheduled time with the instructor. You must email the instructor for these options. This is available for one excused absence and one excused tardy. Discussion Board Posts cannot be made up. For every day that a take-home exam is late, you will be deducted 10%. The dropbox will close automatically after the due date/time so you will have to email them.

**ABSENCES**

Absences may be excused for illness, a death in the family, or for professional/religious reasons. Having an absence excused does not mean you will receive participation points or the reading quiz points, it only means that you are eligible to make up the points, as described under "late work policy." In the event that you must miss a session especially the annotated bibliography group discussion and group project presentation, please notify the instructor in advance by email.

**VIEWING GRADES**

This can be done on E-Learning Grade Book.

**CONDUCT AND CIVILITY**

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. Students must not interfere with the learning of their colleagues. Use proper etiquette.

## **COMMUNICATION AND WRITING**

All assignments, as applicable, should be completed in 12 font, Times New Roman, 1 inch margins, and double spaced.

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support written statements. For additional assistance with APA, check out [www.apaguide.net](http://www.apaguide.net) The Department of Special Education and Literacy Studies have officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, D.C.: Author.

## **TIME COMMITMENT**

As you begin this course, you would be wise to schedule time each week for reading/studying materials and completing assignments.

## **DROPPING A COURSE**

It is the student's responsibility to understand when they need to consider dis-enrolling from a course. Refer to the WMU Course Schedule for dates and deadlines for registration.

## **INCOMPLETE POLICY**

Under emergency/special circumstances, students may petition for an incomplete grade.

## **ACCOMODATIONS**

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start. DSS is located in Woodlawn Place at 2210 Wilbur. They can be contacted by phone at (269) 387-2116.

## **COMMITMENT TO INTEGRITY**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

WMU Academic Honesty Policy & Procedures:

“Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community.”

Read more about [WMU Academic Honesty Policy & Procedures](#)

Other Resources: [Office of Student Conduct](#)  
[Registrar's Office](#)

Definitions:

At WMU, “**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.”

“**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.”

**Source:** Office of Student Conduct

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Office of Student Conduct.

## **COURSE POLICIES ARE SUBJECT TO CHANGE**

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.

## **CEC INITIAL SPECIALTY SET**

- DDA.1.K1- Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K2- Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K3 - Co-existing conditions and ranges that exist at a higher rate than in the general population
- DDA.1.K4- Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K5- Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K6- Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K7- Effect of theory of mind, central coherence, and executive function on learning and behavior
- DDA.1.K8- Effect of neurological differences on learning and behavior
- DDA.1.K9- Effect of self-regulation on learning and behavior

- DDA.2.S1- Plan and implement instruction for independent functional life skills and adaptive behavior
- DDA.2.S2- Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
- DDA.2.S3- Use specialized instruction to enhance social participation across environments
- DDA.3.K1- Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
- DDA.3.S3- Plan and implement instruction for independent functional life skills and adaptive behavior
- DDA.3.S4- Plan and implement instruction and related services that are both age appropriate and ability appropriate
- DDA.3.S5- Use specialized instruction to enhance social participation across environments
- DDA.5.K2- Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
- DDA.5.S7- Plan for transition needs including linkages to supports and agencies focusing on life-long needs
- DDA.6.K1- Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K2- Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K3- Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
- DDA.6.K4- Trends and practices in the field of developmental disabilities and autism spectrum disorder
- DDA.6.K6- Perspectives held by individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K7- Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
- DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder

#### **CEC ADVANCED SPECIALTY SET**

- SEDAS.1.K1- Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the Diagnostic and Statistical Manual of Mental Disorders
- SEDAS.1.K2- Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.1.K5- Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
- SEDAS.1.K6- Comprehensive transition assessment, including identification of external agency assessment sharing

- SEDAS.1.S1- Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.1.S2- Describe the distinguishing features of disorders on the autism spectrum
- SEDAS.1.S3- Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
- SEDAS.1.S9- Uses assessment information from a variety of school and external agency resources to make transition recommendations
- SEDAS.2.K1- Benefits of low- through high-technology supports across all areas of development
- SEDAS.3.K4- Activities and techniques for developing independent living skills
- SEDAS.3.S1- Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.S2- Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
- SEDAS.3.S3- Identify match between job requirements and individual skills, preferences, and characteristics
- SEDAS.3.S4- Provide individuals with multiple job experiences
- SEDAS.3.S5- Implement instructional strategies that promote the generalization of skills across domains and settings
- SEDAS.3.S13- Design and implement program activities and techniques for developing independent living skills
- SEDAS.4.K1- Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
- SEDAS.4.S1- Interpret and relay research findings in layperson terms or jargon-free language
- SEDAS.4.S2- Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder
- SEDAS.6.K1- Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
- SEDAS.6.K2- Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals



**Western Michigan University**  
***SPED 6391: Instructional Practices in School Settings for Students with Autism***  
***(3 credit hours)***  
Syllabus and Course Schedule

**INSTRUCTOR**

**Name:** Emily Curiel, PhD, BCBA-D  
**Phone:** 269-387-5955  
**Email:** emily.curiel@wmich.edu  
**Office:** 4571 Sangren Hall (Office #4827)  
**Office Hours:** By appointment

**CLASS TIME AND LOCATION**

Tuesday and Thursday from 5:30-8:00 p.m. in Sangren 3110.

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## **COURSE OBJECTIVES**

Upon completion of the course:

1. Students will read articles and book chapters as well as view video presentations on advanced topics related to autism (e.g., etiology of autism, diagnosis, legal foundations). They will apply their knowledge of ASD to engage in active discussion related to these topics including generating thoughtful, discussion questions and remarks. See course description and schedule for list of topics.
2. Students will work collaboratively with colleagues to select a specific age group as it relates to ASD and review the published literature. They will create a PowerPoint and present the material in a cohesive, informative way in class to cover autism across the lifespan.
3. Students will have the opportunity, as available based on guest speakers' availability, to make connections to experts in the field of ASD to further their knowledge and community engagement.

For a list of the "Council for Exceptional Children's Initial and Advanced Specialty Sets: Developmental Disabilities and Autism Spectrum Disorder" standards covered in this course, please see last page of syllabus.

## **COURSE STRUTURE AND SCHEDULE**

The course is organized into topics of instruction called Modules, as outlined in the course schedule and on Elearning. Each topic may contain required readings, videos, discussion boards, assignments, or quizzes. See the course schedule below for a list of these items and due dates.

<b>Day</b>	<b>Topic</b>	<b>Readings/ Assignments / Due dates</b>
	Introduction to Course and Group Project  Module 1: History, Etiology, and Prevalence	<ul style="list-style-type: none"> <li>• Read: Chapter 1 (Boutot)</li> <li>• Read: Chown &amp; Hughes (2016)</li> </ul>
	Module 2: Diagnosis, Education Eligibility, IEPs, and Legal Foundations	<ul style="list-style-type: none"> <li>• Read: ASD Fact Sheet DSM-V</li> <li>• Read: Education-Based Evaluations for ASD</li> <li>• Read ASD State Plan</li> <li>• Read: Constable et al. (2013)</li> <li>• Read: Chapter 45 (Volkmar)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 1 (due 5/13 by 11:59 p.m.)</li> </ul>

	Module 3: Fads in Autism Treatment	<ul style="list-style-type: none"> <li>• Read:</li> <li>• Reading Quiz 1</li> </ul>
	Module 4: Pharmacology	<ul style="list-style-type: none"> <li>• Read:</li> <li>• View: Video Presentation (<a href="https://wmich.edu/autism/pharmacology-autism">https://wmich.edu/autism/pharmacology-autism</a>)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 2 (due 5/20 by 11:59 p.m.)</li> </ul>
	Module 5: Adaptive Behavior	<ul style="list-style-type: none"> <li>• Read: Chapter 8 (Boutot)</li> <li>• Read: Kroeger et al. (2009)</li> <li>• Reading Quiz 2</li> </ul>
		<ul style="list-style-type: none"> <li>• Take-Home Exam #1 (due 5/27 by 11:59 p.m. in the dropbox)</li> </ul>
	Class Time to Collaborate on Group Presentation	<ul style="list-style-type: none"> <li>• Bring your laptop and textbooks</li> </ul>
	Module 6: Social Skills	<ul style="list-style-type: none"> <li>• Read: Chapter 7 (Boutot)</li> <li>• Read: Chapter 13 (Luiselli)</li> <li>• Read: Taylor and Hock (2008)</li> <li>• Read: Betz et al. (2008)</li> <li>• View: Video Presentation (<a href="https://wmich.edu/autism/social-skills">https://wmich.edu/autism/social-skills</a>)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 3 (due 6/3 by 11:59 p.m.)</li> </ul>
	Module 7: Sexuality Education and Transition to Postsecondary Environments	<ul style="list-style-type: none"> <li>• Read: Chapter 13 and 14 (Boutot)</li> <li>• Reading Quiz 3</li> </ul>
	Module 8: Inclusion and Assistive Technology	<ul style="list-style-type: none"> <li>• Read: Chapter 35 (Volkmar)</li> <li>• Read: Crosland &amp; Dunlap (2012)</li> <li>• Read: Read Chapter 11 (Boutot)</li> <li>• Read: Bondy and Frost (2001)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 4 (due 6/10 by 11:59 p.m.)</li> </ul>
	Module 9: PBIS, Coaching, and Collaboration	<ul style="list-style-type: none"> <li>• Read:</li> <li>• Reading Quiz 4</li> </ul>
	Module 10: Family	<ul style="list-style-type: none"> <li>• Read: Chapter 3 (Boutot)</li> </ul>

	Dynamics and Support	<ul style="list-style-type: none"> <li>• Read Chapter 19 (Luiselli)</li> <li>• Read: Chapter 40 (Volkmar)</li> <li>• View: Additional links and resources in E-learning</li> <li>• View: PowerPoint Lecture</li> <li>• Post: Discussion Board 5 (due 6/17 by 11:59 p.m.)</li> </ul>
	Module 11: Research	<ul style="list-style-type: none"> <li>• Annotated Bibliography (due by 5:30 p.m. in dropbox) and in-class group discussion</li> </ul>
		<ul style="list-style-type: none"> <li>• Take-Home Exam #2 (due 6/24 by 11:59 p.m. in the dropbox)</li> </ul>
	Final Group Presentations: Autism Across the Life Span <ul style="list-style-type: none"> <li>• Infants and Toddlers               <ul style="list-style-type: none"> <li>○ Chapter 5 (Volkmar)</li> </ul> </li> <li>• School Age Children               <ul style="list-style-type: none"> <li>○ Chapter 6 (Volkmar)</li> </ul> </li> <li>• Adolescents               <ul style="list-style-type: none"> <li>○ Chapter 7 (Volkmar)</li> </ul> </li> <li>• Adults               <ul style="list-style-type: none"> <li>○ Chapter 8 (Volkmar)</li> </ul> </li> </ul> <p>NOTE: All groups must upload their PowerPoint presentations to dropbox by 5:30 p.m.</p>	

## COURSE ASSIGNMENTS

### 1. Class Participation (8 at 5 points each= 40 points)

During the campus-delivered class sessions, to earn participation points, you must ask questions, answer questions, share experiences, and participate in in-class activities. Points will be deducted for arriving late or leaving early more than 15 minutes.

### 2. Reading Quiz (4 at 10 points each= 40 points)

During campus-delivered class sessions, at the start of class, there will be a short quiz related to the current week's reading.

### 3. Discussion Board Posts (5 at 10 points= 50 points)

During the online-delivered class sessions, after completing the required activities, you must post on the Discussion Board. Each Discussion Board will have a different prompt to respond to that will also specify how many times to respond. Discussion posts should be original, thought provoking, applicable, and reference the material from the current readings, lectures, or videos.

### 4. Exams (2 at 50 points each= 100 points)

There will be two take-home exams based on the content from the readings, lectures, videos, and assignments. **These must be completed individually.** You may use your notes, textbooks, and other resources. All responses need to be in your own words with in-text citations and a reference citation at the end.

**5. Annotated Bibliography and Group Discussion (1 at 40 points= 40 points)**

You will sign up for one article to read, write an annotated bibliography to bring copies of for classmates, and lead a 15-minute discussion with the class.

**6. Final Group Presentation (1 at 80 points= 80 points)**

You will work collaboratively in a small group (e.g., with two to three classmates) to create a PowerPoint and provide a 25-minute presentation to the class on the assigned topic. A rubric will be provided.

\*\*\*There may be opportunities throughout the semester to earn extra credit points.

**COURSE GRADING**

95-100%=A	75-79%=C
90-94% BA	70-74%=DC
85-89%=B	65-69%=D
80-84%=CB	64% and below=E

**LATE WORK POLICY**

Be sure to pay close attention to deadlines. For participation points and reading quizzes, if you have an excused tardy or absence, you can make up the participation points by providing a 5-minute presentation to the class on a topic of the instructor's choice and complete the reading quiz during a scheduled time with the instructor. You must email the instructor for these options. This is available for one excused absence and one excused tardy. Discussion Board Posts cannot be made up. For every day that a take-home exam is late, you will be deducted 10%. The dropbox will close automatically after the due date/time so you will have to email them.

**ABSENCES**

Absences may be excused for illness, a death in the family, or for professional/religious reasons. Having an absence excused does not mean you will receive participation points or the reading quiz points, it only means that you are eligible to make up the points, as described under "late work policy." In the event that you must miss a session especially the annotated bibliography group discussion and group project presentation, please notify the instructor in advance by email.

**VIEWING GRADES**

This can be done on E-Learning Grade Book.

**CONDUCT AND CIVILITY**

Students are expected to contribute to the learning environment by respectfully interacting with their colleagues and professor regardless of any difference of opinion. Students must not interfere with the learning of their colleagues. Use proper etiquette.

## **COMMUNICATION AND WRITING**

All assignments, as applicable, should be completed in 12 font, Times New Roman, 1 inch margins, and double spaced.

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support written statements. For additional assistance with APA, check out [www.apaguide.net](http://www.apaguide.net) The Department of Special Education and Literacy Studies have officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, D.C.: Author.

## **TIME COMMITMENT**

As you begin this course, you would be wise to schedule time each week for reading/studying materials and completing assignments.

## **DROPPING A COURSE**

It is the student's responsibility to understand when they need to consider dis-enrolling from a course. Refer to the WMU Course Schedule for dates and deadlines for registration.

## **INCOMPLETE POLICY**

Under emergency/special circumstances, students may petition for an incomplete grade.

## **ACCOMODATIONS**

If you have a documented disability and verification from the Disability Services for Students (DSS), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to DSS and meet with a DSS counselor to request special accommodation before classes start. DSS is located in Woodlawn Place at 2210 Wilbur. They can be contacted by phone at (269) 387-2116.

## **COMMITMENT TO INTEGRITY**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

WMU Academic Honesty Policy & Procedures:

“Our mission is to enhance student learning and personal development by creating an educationally purposeful, disciplined and caring community.”

Read more about [WMU Academic Honesty Policy & Procedures](#)

Other Resources: [Office of Student Conduct](#)  
[Registrar's Office](#)

Definitions:

At WMU, “**cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.”

“**Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.”

**Source:** Office of Student Conduct

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, will be reported to the Office of Student Conduct.

## **COURSE POLICIES ARE SUBJECT TO CHANGE**

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check ELearning for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Webmail email.

## **CEC INITIAL SPECIALTY SET**

- DDA.1.K1- Medical aspects and implications for learning for individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K2- Core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K3 - Co-existing conditions and ranges that exist at a higher rate than in the general population
- DDA.1.K4- Sensory challenges of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K5- Speech, language, and communication of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K6- Adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder
- DDA.1.K7- Effect of theory of mind, central coherence, and executive function on learning and behavior
- DDA.1.K8- Effect of neurological differences on learning and behavior
- DDA.1.K9- Effect of self-regulation on learning and behavior

- DDA.2.S1- Plan and implement instruction for independent functional life skills and adaptive behavior
- DDA.2.S2- Plan and implement instruction and related services in environments that are both age appropriate and ability appropriate
- DDA.2.S3- Use specialized instruction to enhance social participation across environments
- DDA.3.K1- Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
- DDA.3.S3- Plan and implement instruction for independent functional life skills and adaptive behavior
- DDA.3.S4- Plan and implement instruction and related services that are both age appropriate and ability appropriate
- DDA.3.S5- Use specialized instruction to enhance social participation across environments
- DDA.5.K2- Evidence-based career and vocational transition programs for individuals with developmental disabilities and autism spectrum disorder
- DDA.5.S7- Plan for transition needs including linkages to supports and agencies focusing on life-long needs
- DDA.6.K1- Definitions and issues related to the identification of individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K2- Continuum of placement and services available for individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K3- Historical foundations and classic studies of developmental disabilities and autism spectrum disorder
- DDA.6.K4- Trends and practices in the field of developmental disabilities and autism spectrum disorder
- DDA.6.K6- Perspectives held by individuals with developmental disabilities and autism spectrum disorder
- DDA.6.K7- Concepts of self-determination, self-advocacy, and community and family support, and impact in the lives of individuals with developmental disabilities and autism spectrum disorder
- DDA.7.K1- Services, networks, and organizations for individuals, professionals, and families with developmental disabilities and autism spectrum disorder

#### **CEC ADVANCED SPECIALTY SET**

- SEDAS.1.K1- Criteria used to diagnose or identify the continuum of developmental disabilities and autism spectrum disorder as defined by the most current version of the Diagnostic and Statistical Manual of Mental Disorders
- SEDAS.1.K2- Ethical implications and obligations related to diagnosis and identification of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.1.K5- Conditions for individuals who are dually diagnosed with developmental disabilities and autism spectrum disorder and/or mental health disorders
- SEDAS.1.K6- Comprehensive transition assessment, including identification of external agency assessment sharing

- SEDAS.1.S1- Describe the core and associated characteristics of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.1.S2- Describe the distinguishing features of disorders on the autism spectrum
- SEDAS.1.S3- Identify conditions that co-exist between developmental disabilities and autism spectrum disorder
- SEDAS.1.S9- Uses assessment information from a variety of school and external agency resources to make transition recommendations
- SEDAS.2.K1- Benefits of low- through high-technology supports across all areas of development
- SEDAS.3.K4- Activities and techniques for developing independent living skills
- SEDAS.3.S1- Apply inclusive principles in the education of individuals with developmental disabilities and autism spectrum disorder
- SEDAS.3.S2- Develop and implement transition plans for individuals with developmental disabilities and autism spectrum disorder between settings and across the life span
- SEDAS.3.S3- Identify match between job requirements and individual skills, preferences, and characteristics
- SEDAS.3.S4- Provide individuals with multiple job experiences
- SEDAS.3.S5- Implement instructional strategies that promote the generalization of skills across domains and settings
- SEDAS.3.S13- Design and implement program activities and techniques for developing independent living skills
- SEDAS.4.K1- Current etiology and practice-based research specific to developmental disabilities and autism spectrum disorder
- SEDAS.4.S1- Interpret and relay research findings in layperson terms or jargon-free language
- SEDAS.4.S2- Remain informed of current research, legislation, and debate concerning developmental disabilities and autism spectrum disorder
- SEDAS.6.K1- Effect of core and associated characteristics of developmental disabilities and autism spectrum disorder on family dynamics and functioning
- SEDAS.6.K2- Social and ethical issues that affect the education of individuals with developmental disabilities and autism spectrum disorder, families, and professionals

