

Submit originals and one copy and electronic copy to Governor Healy Senate Office
 See <http://www.uaf.edu/uafce/academic/faculty/cfr> for a complete description of the rules governing curriculum & course changes

CHANGE COURSE (NEW) AND/OR ADD/DELETE COURSE PROPOSAL

SUBMITTED BY:

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	47473551
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1. COURSE IDENTIFICATION:

Dept	EDSE	Course #	633	No. of Credits	3
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COURSE TITLE Antisocial Communication and Deafness

2. ACTION DESIRED:

Change Course If Changing, indicate faculty, what change, from course #

NUMBER	TITLE	DESCRIPTION
PREQUISITES		FREQUENCY OF OFFERING
CREDITS (including credit distribution)	+1	COURSE CATEGORIES
CROSS-LISTED	Dept: edu	(Requires approval of both departments and deans found in section 7 of manual at end of form for such signatures.)
STACKED (400/600)		
Include syllabus		
OTHER (please specify)		

3. COURSE FORMAT

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

COURSE FORMAT: (check all that apply)

1 2 3 4 5 6 weeks to fill
 semester

OTHER FORMAT (specify all that apply):
 Mode of delivery (specify lecture, field trips, labs, etc.):

4. COURSE CLASSIFICATION (use guidelines on pages 10 and 11 of manual; if justification is needed, attach in separate sheet)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate degree? YES NO

IF YES, mark with box one or more ways it will be used to fulfill:

O = Oral Intensive, Format 6 also submitted W = Writing Intensive format submitted Natural Science, format 6 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: (for example, the course follows a different theme each year)

How many times may the course be repeated for credit? _____ TIMES

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

Catalog needs to reflect the amount of credit for this program/course.

APPROVALS:

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

[Signature] Date 9-09-2010
Signature, Chair, College/School Curriculum Council for: _____

[Signature] Date 9/8/10
Signature, Dean, College/School for: _____

Date _____
Signature of Provost (if applicable)

Offerings above this level for an approved program must be approved in advance by the Provost

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

Date _____
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES (as needed for other colleges/schools/units)

Date _____
Signature, Chair, Program/Department for: _____

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

Date _____
Signature, Dean, College/School for: _____

ATTACH COMPLETE SYLLABUS (as part of this application)

Note: This syllabus must be submitted to <http://www.wv.gov/education>

The department will review the syllabus with the review committee. If the syllabus does not meet the requirements, the department will return the syllabus to the applicant. If the syllabus is missing or unclear, the proposed course changes will be reviewed.

SYLLABUS CHECKLIST FOR ALL COURSES

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

1. Course information:

- Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in the title and credits).

2. Instructor (and applicable Teaching Assistant) information:

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

3. Course readings/materials:

- Course textbook title, author, edition/pull number
- Supplies (if any), teaching materials, whether required or recommended, and
- any supplies required.

4. Course description:

- Content of the course and how it fits into the broader curriculum;
- Expectations, prerequisites, required to undertake the course, applicable
- Inclusion of catalog description is strongly recommended;
- Description in syllabus must be consistent with catalog course description.

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

6. Student Learning Outcomes (more specific)

7. Instructional methods:

- Describe the teaching techniques, e.g., lecture, case study, small group, discussion, group discussion, studio instruction, video instruction, games, journaling, role playing, web 2.0, keyboard, audio, conferencing, etc.).

8. Course calendar:

- A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through. It is not his making up the syllabus at the start of the semester. "lah". Instead, give each part of the syllabus a description of its content. Work in Progress to allow for modifications during the semester.

9. Course policies:

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

10. Evaluation:

- Specify how students will be evaluated, what factors will be included, their relative value, and
- how they will be translated into grades (on a scale of A to D, or on a scale of 100 to 60, etc.).

11. Support Services:

- Describe the student support services such as tutoring, local agencies, and other resources available to the course.

12. Disability Services:

The Office of Disability Services will ensure that this will ensure that all students have equal access to the campus and course materials.

- State that you will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities."

“Preparing professional educators who are cu
EDSE 633 Autism: Communication and Social Disorders
Spring 2010

Credits: Instructor: Joanne Healy, M.S.
Day & Time: Office: Gruening Building 714A
Location: Rm. Gruening 204, via audio conf
Phone: (907) 474-1557 E-mail: jhealy7@alaska.edu
Office Hours: 2:30-4:30 Mondays & by Apt.
Prerequisites: none

Required Readings

Texts:

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

ISBN: 9781931282949

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

ISBN: 9781602510142

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

ISBN: 9781578340576

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

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

[Where to Turn: Governor's Council on Disabilities and Special Education](#)

[Alaska State Department of Education](#)

[Alaska Special Education Website](#)

[Special Education Handbook](#)

Websites Related to Special Education

[Council for Exceptional Children](#)

[National Clearinghouse for Professions in Special Education](#)

[National Information Center for Children and Youth with Disabilities](#)

[Alaska Department of Education and Early Development, special education](#)

[U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)

[Governor's Council on Disabilities and Special Education](#)

[Autism Society of America, Golden Heart Chapter](#)

[Alaska Statewide Special Education Conference](#)

[National Down Syndrome Society](#)

[Iris Center](#)

[IDEA Partnership](#)

[National Center on Response to Intervention](#)

[U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)

[ASHA Podcasts](#)

[Center for Disease Control \(CDC\)](#)

[Stone Soup of Alaska](#)

[Classroom Design](#)

Websites Related to Alaska Native Studies

[Alaska Federation of Natives](#)

[Alaska Inter-Tribal Council](#)

[Alaska Native Heritage Center](#)

[Alaska Native Knowledge Network](#)

[Justice Center Website](#)

List of Professional Organizations

[Council for Exceptional Children \(CEC\)](#)

[American Psychological Association \(APA\)](#)

[Learning Disabilities Association of America \(LDAA\)](#)

[American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)

[The Association for the Severely Handicapped \(TASH\)](#)

[International Reading Association \(IRA\)](#)

[Disability Law Center - Alaska](#)

[Special Education Service Agency \(SESA\)](#)

[National Down Syndrome Society](#)

[American Speech-Language-Hearing Association \(ASHA\)](#)

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

I. COURSE DESCRIPTION

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

Professional and Ethical Behavior

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

Student Code of Conduct and Expect Classroom Etiquette

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

Academic Support Services

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

Disabilities Services

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

ASSIGNMENTS

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

2. **Assessment Plan Project 50 Points** An autistic child often does not take traditional assessments. Develop an assessment, which will allow the student to demonstrate mastery of skills taught.

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

4. Field Experience Journal (50 Points)

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

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