I. Instructor & Course Information

Instructor: Dr. Marty Boman, Assistant Professor Exceptional Education
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E-mail: marty.boman@wku.edu
Course: EXED 612: Collaboration with Schools and Agencies for Individuals with Autism Spectrum Disorders
Credit Hours: 3
Text:

II. Course Description

This course prepares teachers to work as consultants in a team model with identified individuals diagnosed with ASD from age 7 through adults. Also, the teachers will explore local, state, and regional agencies involved with individuals diagnosed with ASD. Supervised practicum is required at designated site.

III. Course Rationale

This course will assist educators to develop the skills to become consultants so that they will be informed mentors who will know about the various local, state, regional, and national organizations that are available for individuals with ASD and their families. These individuals will assist and support both educators and parents as they try to implement the best practices for their daughter/son who has been diagnosed with ASD. At the same time if these consultants are uninformed about a certain strategy or intervention, they must be able to refer the parents to the correct state or national agency.

Due to the increasing number of identified students with ASD educators are experiencing in their classrooms, several graduate students in various educational programs at WKU have expressed a need to increase their skills so that they can collaborate better in the schools and with outside agencies so that individuals with ASD can become productive and independent.

IV. Knowledge & Skills Addressed

Upon completion of this course, the student will know (CEC Program Standards, 2002):

1. Models, theories, and philosophies that provide the basis for special education practice (Common Core: Philosophical, Historical, and Legal Foundations of Special Education).

2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling (Common Core: Philosophical, Historical, and Legal Foundations of Special Education).

3. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds (Common Core: Philosophical, Historical, and Legal Foundations of Special Education).
4. Assurances and due process rights related to assessment, eligibility, and placement (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

5. Rights and responsibilities of parents, students, teachers, and other professionals, and schools as they relate to individual learning needs (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

6. Articulate personal philosophy of special education including its relationship to/with regular education (*Common Core: Philosophical, Historical, and Legal Foundations of Special Education*).

7. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs (*Common Core: Characteristics of Learners*).

8. Effects an exceptional condition(s) may have on an individual’s life (*Common Core: Characteristics of Learners*).

9. Educational implications of characteristics of various exceptionalities (*Common Core: Characteristics of Learners*).

10. Access information on various cognitive, communications, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs (*Common Core: Characteristics of Learners*).

V. **Teacher Standards Addressed**

The Kentucky Experienced Teacher Standards I through IX are met through the following objectives:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Experienced Teacher Standards</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and describe current issues and trends of an educational and social nature related to individuals with ASD and their families.</td>
<td>2, 3, 7</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>2. Describe the inclusive schools movement and special education reforms.</td>
<td>2, 7</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>3. Describe legislation impacting individuals with ASD and their families as well as instructional practices of professionals.</td>
<td>2, 3, 7</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>4. Develop a working definition for ASD.</td>
<td>2, 3</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>5. Describe the general characteristics of ASD as they apply to educational goals.</td>
<td>2, 6, 8</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>6. Describe evaluation procedures for ASD.</td>
<td>2, 6, 8</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>7. Describe issues for families and professionals related to ASD.</td>
<td>1, 2, 5, 6, 7, 8</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>8. Describe and apply educational and therapeutic practices of professionals related to ASD.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Guided Review Questions</td>
</tr>
<tr>
<td>9. Develop a curriculum adaptation for an individual with ASD.</td>
<td>3, 4, 5, 7, 8, 9</td>
<td>Guided Review Questions</td>
</tr>
</tbody>
</table>
10. Identify and assess community-based programs and agencies that individuals with ASD and their families might utilize.  
Guided Review Questions

11. Analyze learning and social environments to determine their responsiveness to individuals of diverse cultures and abilities.  
Guided Review Questions

12. Serve as an advocate for children with ASD and their families.  
Guided Review Questions

13. Describe the application of current research in the education of individuals with ASD and their families.  
Guided Review Questions

KERA Elements Addressed

VI. INTASC Standards Addressed

This course effectively addresses the following Interstate Teacher Assessment and Support Consortium (INTASC) standards:

- Principle 1: Understanding of central concepts and tools of inquiry
- Principle 2: Understanding of learning and development
- Principle 3: Understanding differences and adapting for diversity
- Principle 4: Understanding of a variety of instructional strategies
- Principle 5: Understanding of individual and group motivation and behavior
- Principle 7: Plans instruction based on relevant data
- Principle 9: Continually evaluates effects of personal choices and actions on others
- Principle 10: Fosters relationships with other stakeholders

VII. CEC Standards Addressed

The following Council for Exceptional Children (CEC) Standards for Professional Practice is embodied in the course:

1. Identify and use instructional methods and curricula that are appropriate.
2. Use assessment instruments and procedures that do not discriminate.
4. Apply only those disciplinary methods and behavioral procedures that do not undermine the dignity and basic human rights of persons with exceptionalities.
5. Develop effective communication with parents.
6. Inform parents of the educational rights of their children.
7. Recognize and respect cultural diversity.
8. Work cooperatively with and encourage other professionals to improve the delivery of services to persons with exceptionalities.

VIII. Performance Evaluation

1. ASSIGNMENTS & POINTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Performance Indicator/Participation</td>
<td>300</td>
</tr>
<tr>
<td>Daily Schedule for Teaching</td>
<td>100</td>
</tr>
<tr>
<td>Daily Goals for Individual Students</td>
<td>100</td>
</tr>
<tr>
<td>Agency Write-up</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>


2. **GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 94%</td>
<td>A</td>
</tr>
<tr>
<td>93 – 87%</td>
<td>B</td>
</tr>
<tr>
<td>86 – 80%</td>
<td>C</td>
</tr>
<tr>
<td>79 – 70%</td>
<td>D</td>
</tr>
<tr>
<td>69 – 0%</td>
<td>F</td>
</tr>
</tbody>
</table>

### IX. Course Policies & Procedures

It should be understood that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) refrain from requiring any other work than those assignments outlined in this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy. In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also reserves the right to impose any appropriate penalty upon the offending student (e.g., loss of points) that she sees fit.

1. **LATE WORK**

   In order to receive full point credit, assignments must be turned in on the specified due date. Assignments more than 3 days late will not be accepted. The equivalent of one letter grade will be subtracted for each day an assignment is late. This adjustment will be performed after the initial grade is assigned.

2. **ASSIGNMENT GUIDELINES / GRADING CRITERIA**

   Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement’s point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they may have regarding the guidelines for a particular assignment.

3. **EXCUSES**

   Due to potential abuses of due dates and class participation requirements, allowable exemptions from late work and participation policies must be limited to the general categories of death, serious accident, and/or serious illness. Such circumstances will result in differential consideration of grading policies if they affect students, their immediate families, or both. Other excuses will not exempt students from the enforcement of late work and participation policies. All days of participation at KAP must be made-up.

4. **SCHEDULED EXAMS/COMPETENCY CHECKS**

   Students must complete competency checks on the dates scheduled by the professor. Failure to do so will result in alternate testing requirements. Students can only be exempted from this policy under circumstances as described in part 3 above (EXCUSES).

5. **PLAGIARISM**

   To represent ideas or interpretations taken from another source as one’s own is plagiarism. The academic work of students must be their own. Students must give the author(s) credit for
any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59). Using word-for-word content from a source without indication a direct quote is also plagiarism, even if the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY
Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F” for the final course grade.

7. TECHNOLOGY MANAGEMENT
Most work will be handed in during the course of the teaching day. Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.
**Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course.** This includes PowerPoint software.

8. EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

9. DISCUSSION BOARD POSTINGS
These will not be a component of this course, but in case there is a need for such a posting, the following procedures should be followed.
When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students’ families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of
other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated.

10. APA STYLE

All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

X. Course Schedule

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>6/2-5</td>
</tr>
<tr>
<td>Week 2</td>
<td>6/9-12</td>
</tr>
<tr>
<td>Week 3</td>
<td>6/16-19</td>
</tr>
<tr>
<td>Week 4</td>
<td>6/23-26</td>
</tr>
<tr>
<td>Critical Performance</td>
<td>6/23</td>
</tr>
<tr>
<td>Agency Write-Up</td>
<td>6/16</td>
</tr>
<tr>
<td>Schedule for Teaching</td>
<td>Daily</td>
</tr>
<tr>
<td>Participants Daily Goals</td>
<td>Daily</td>
</tr>
</tbody>
</table>

XI. Assignments

All teachers must complete 16 days of teaching as these are a mandatory component of the class. If you are sick or have an emergency, the days may be made up only after consulting with the professors (Possibly on a Friday or during July). The hope is to keep these days to a minimum though as the KAP program works hard to offer consistency for its participants. On the four Mondays, there will be a working lunch to assure that everyone understands their responsibilities of maintaining consistency in the program. The rubrics for the Critical Performance will be posted as well as the Agency Write-up. The Schedule for Teaching and Participants Daily Goals will be discussed on the first Monday Lunch session.

XII. Student Disability Services

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office of Student Disability Services (OSDS), room 445, Potter Hall. The OSDS telephone number is (270) 745-5004 V/TDD. Per university policy, please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

XII. Textbook/Materials
The Kentucky Handbook as well as other materials will be provided to you at the cost of printing. This will be very minimal.