WESTERN KENTUCKY UNIVERSITY
COURSE SYLLABUS: Spring 2009
EXED 615: Instructional Strategies and Design for Students with Autism Spectrum Disorders

*Items and information such as assignments required and topics discussed may change during the semester since this is a new course. The professor will provide adequate time if a change is going to be made.*

I. Instructor & Course Information

Instructor: Dr. Marty Boman, Assistant Professor Exceptional Education
Address: Tate Page Hall 357 Western Kentucky University
Phone: (270) 745-8833
E-mail: marty.boman@wku.edu
Course: Instructional Strategies and Design for Students with Autism Spectrum Disorders
EXED 615
Web Course
Credit Hours: 3

Various research articles.

II. Course Description

This course will develop the competencies and philosophies of instructional design specific to teaching students with ASD. The emphasis will be on research-based instructional strategies, plans and classroom structures.

III. Course Rationale

This course is designed for certified educators and individuals in related professions seeking to learn more about individuals diagnosed with ASD. The proposed course addresses effective methods of instruction and classroom structure design specific to students with ASD. As mandated in the Individuals with Disabilities Education Act (Reauthorized November 2004), research based instructional strategies and program accountability should be emphasized in special education programs. Students completing this course will work with students with ASD and will acquire skills to develop programs that utilize research-based strategies and research-based classroom structures specific to students with ASD.

Justification for developing the proposed course comes from national, state, and local prevalence factors that indicate a dramatic increase over the past years in the number of identified students with ASD (Hallahan & Kauffman, 2006).

IV. Prerequisite:

Admission to the ASD certificate program.
Completion of EXED 610: Characteristics of Individuals with Autism Spectrum Disorders.

V. New Teacher Standards Addressed

The Kentucky Experienced Teacher Standards 3, 4, and 5 are met through the following objectives:
**Standard 3: Designs/Plans Instruction:**
Students will design and plan lessons for inclusive classrooms based upon the KTIP Lesson Plan format. These will incorporate best practices for individuals diagnosed with ASD. Students will write Individual Education Plans for students with disabilities as demonstrated within their lesson.

**Standard 4: Creates/Maintains Learning Environment:**
Students will demonstrate understanding of contextual factors, classroom climate, and behavior management within their written lesson plans and in the video taped lesson. These will incorporate best practices for individuals diagnosed with ASD.

**Standard 5: Implements/Manages Instruction:**
Students will demonstrate implementing and managing instruction with students diagnosed with ASD through a video taped lesson.

Comparison of Council for Exceptional Content Standards and KY Teacher Standards

<table>
<thead>
<tr>
<th>CEC Content Standards</th>
<th>KY Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations</td>
<td>1. Content Knowledge</td>
</tr>
<tr>
<td>2. Development and Characteristics of Learners</td>
<td>1. Content Knowledge</td>
</tr>
<tr>
<td>3. Individual Learning Differences</td>
<td>2. Designs/Plans Instruction</td>
</tr>
<tr>
<td>4. Instructional Strategies</td>
<td>3. Learning Climate</td>
</tr>
<tr>
<td>5. Learning Environments and Social Interactions</td>
<td>4. Manages Instruction</td>
</tr>
<tr>
<td>6. Language</td>
<td>5. Assessment</td>
</tr>
<tr>
<td>7. Instructional Planning</td>
<td>6. Technology</td>
</tr>
<tr>
<td>8. Assessment</td>
<td>7. Reflection</td>
</tr>
<tr>
<td>9. Professional and Ethical Practice</td>
<td>8. Collaboration</td>
</tr>
</tbody>
</table>
Statement of how KY Academic Expectations, Core Content, and Program of Studies is addressed within this course:

| EXED 615 | Students are required to develop a video of them implementing the research based strategy that they were assigned and explained in your powerpoint. |

**VI. Critical Performance:**

You will complete a power point regarding one of the research based teaching strategies for individuals with ASD. You will be required to upload your final product to the Electronic Portfolio System on the CEBS website. Instructions for doing this will be posted on the course site. You will also video tape yourself implementing this strategy. Grades will not be released until your Critical Student Performance is posted.

**VII. Instructional Methods and Activities**

You will be required to video tape yourself teaching a lesson to students with autism for this course. You will need to obtain access to a DVD video camera, video yourself teaching, and send the video to the professor via the blackboard course site “My Files: feature, OR through snail mail. Please plan ahead for this assignment. Video cameras are available for check out from the university if you don’t have access to one in your school. If you do not have a classroom, please contact the professor so arrangements can be made.

Due to the fact that this course is an online course, you are expected to be self-motivated and schedule your time wisely. This course will be set up in four modules. Each module will contain reading assignments, lecture notes, assignment instructions, discussion questions and due dates. If you click on the button on the course site labeled Course Information, you will find all the information you will need.
for each module. Please be aware that all materials may not be on the course site at the beginning of the semester and will be added as we go through the semester. You will be sent announcements when new information is posted to the site.

Course Modules will cover the following topics:
Module 1: Powerpoint
Module 2: Lesson plan and video
Module 3: Best Practices/data based instruction currently used in the schools
Module 4: Classroom setup and new strategies

Course objectives:
The student will acquire these skills by the end of the course:
- Articulate philosophies of instructional design for students with ASD.
- Demonstrate knowledge of research based practices for instruction of students with ASD.
- Evaluate existing programs serving students with ASD.
- Use assessment information to design appropriate instructional programming for students with ASD.
- Demonstrate competency in using data based instruction for children with ASD.
- Demonstrate knowledge of and proficiency in consulting for instructional design and effective strategies for students with ASD.
- Demonstrate knowledge of current literature regarding instructional design for students with ASD.

This course will be entirely online. All communication will be conducted through the internet, email, blackboard site, or by phone. All assignments will be turned in through the discussion board, except for your video tape and assessments.

VIII. Performance Evaluation

1. ASSIGNMENTS & POINTS

<table>
<thead>
<tr>
<th>Module</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>150</td>
</tr>
<tr>
<td>Module 2</td>
<td>150</td>
</tr>
<tr>
<td>Midterm</td>
<td>50</td>
</tr>
<tr>
<td>Module 3</td>
<td>100</td>
</tr>
<tr>
<td>Module 4</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>600 points</strong></td>
</tr>
</tbody>
</table>

2. GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<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 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 he 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.

4. **SCHEDULED EXAMS/COMPETENCY CHECKS**
   Students must complete competency checks/assessments 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**
   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

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. Assignments

Module 1—150 points
Discussion board—January 27
Summary of two research articles related to your topic—Feb 6 (first) and Feb 13 (second)
Powerpoint—February 20

Module 2—150 points
Discussion board—February 27
KTIP Lesson plan—March 6
Video of lesson—March 6
Midterm—50 points—March 20

Module 3—100 points
  Discussion board—March 27
  Implementation of other strategies in your classroom—April 3
  Reflection—April 11

Module 4—100 points
  Discussion Board—April 10
  New research—April 17
  Room arrangements—May 24

Final—50 points—May 8

Total—600 points

XI. 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.