Originating Course Information

Offering of Education: Educ Policy & Ldrshp 7897.10: Special Topics: Educational Policy and Leadership
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Summer 2012 - Full Summer Term
Level/Career: Graduate
Rationale for proposing this offering:
This course is being offered as a one-time offering as a flexibly scheduled class to accommodate the teaching schedules of school teachers.

This course is offered to the teachers of Columbus City Schools through the Office of Outreach and Engagement at OSU, College of Education. The purpose is to offer in-depth information regarding working effectively with children with autism spectrum disorders. This should assist education professionals in achieving their goals in meeting the needs of their students.

Description for this offering:
This course will increase the knowledge and skills of teachers and other professionals in relation to students with autism.

Attachments

- course description summer 2012.doc: Other Documentation
  (Other Supporting Documentation, Owner: Zircher,Andrew Paul)
- Flex Course Request Form Summer 2012.docx: Supplemental Form
  (One Time Form Supplement, Owner: Zircher,Andrew Paul)
- Formal Syllabus Autism summer 2012.doc: Syllabus
  (Syllabus, Owner: Zircher,Andrew Paul)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>Zircher,Andrew Paul</td>
<td>04/05/2012 10:51 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Anderman,Eric Mitchell Baker, Gerald Eugene Zircher,Andrew Paul</td>
<td>04/05/2012 10:52 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>04/05/2012 11:43 AM</td>
<td>Ad-Hoc Approval</td>
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Flex Course Request Form

College: Education and Human Ecology  Course Bulletin Listing: __________________________ (e.g. EDUTL – Education Teaching and Learning)

Course Number: 727010  Generic course or decimal subdivision: Y / N  Course Decimal: _____

Level: Graduate X  Grade Option: S/U X  Credit Hours: 3

Proposed Effective Year: 2012  Proposed Effective Term: Summer  Previous Terms of Offering: _____

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This course will review ASD (Autism Spectrum Disorders) and examine research-based treatments and interventions related to education of children with ASD. Current research, myths, symptomatology, and issues related to ASD will be discussed. Resources and broad areas of functioning will be reviewed and highlighted.

25 word limit

Course offered less than term length: N  Distribution of Class Time: 3hrs day/5 days week/2 weeks (e.g. 3 hrs/14 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online)  Section Size: 25  Date Range: June 18-June 29

Off-Campus Offering: Y  Off-Campus ZIP code: TBD  Off-Campus Location: TBD

Hours Out-of Class Preparation: 65 hours  Total Class Meeting Hours: 35 hours  Length of each Class: 3.5 hours

Advertised Course Title: Autism Spectrum Disorders_________________________

Faculty Name: Lauren Arbolino, PhD_________ Faculty Rank: ____________ Instructor_____________________

Faculty Phone: 614-355-8315____________________ Faculty E-mail: arbolino.1@osu.edu

Secondary Instructor: ___________________________ Desired Access: ___________________________

SI Phone: _____________________________ SI E-mail: ____________________________

Academic Advising Opportunity: By Appointment__________ (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: ___________________________ Date: __________________

Approved by the School Director: __________________________ Date: __________________
Please return the completed form to Greg Mild no later than Friday March 30, 2012. All information is needed so registration materials can be distributed in a timely manner. Please include an electronic version of your syllabus as drop deadlines are prior to the first class meeting time. Thanks for observing this timeline. This information can be sent to me via email. mailto:gmild@columbus.k12.oh.us

Name of Course: Autism Spectrum Disorders

Dates for Course: June 18-June 29, 2012

Time of Course: 4-7:30

Location of Course: TBD

Name of Instructor: Lauren Arbolino

Grading System: S/U

Intended Audience: School staff including general and special education teachers, counselors, school psychologists and administrators.

Brief Course Description: This course is offered to the teachers of Columbus Public Schools through the Office of Outreach and Engagement at OSU, College of Education. The purpose is to offer in-depth information regarding working effectively with children with autism spectrum disorders. This should assist education professionals in achieving their goals in meeting the needs of their students.

This course will increase the knowledge and skills of teachers and other professionals in relation to students with autism. In particular, strategies to improve behavioral regulation, language functioning, transitions between programs, collaboration within the team, inclusion, and specific teaching strategies will be covered.

If you have any questions, please contact Greg Mild at 365-5039.

Thanks
**Description/Rationale:**
This course is offered to the teachers of Columbus City Schools through the Office of Outreach and Engagement at OSU, College of Education. The purpose is to offer in-depth information regarding working effectively with children with autism spectrum disorders. This should assist education professionals in achieving their goals in meeting the needs of their students.

**Relationship to Other Courses:**
This course is similar to other courses offered in PAES/Special Education in its focus on effective teaching strategies and its information regarding a particular population of students.

**Knowledge/Skills and Dispositions (Objectives/Student Learning Outcomes):**
This course will increase the knowledge and skills of teachers and other professionals in relation to students with autism. In particular, strategies to improve behavioral regulation, language functioning, transitions between programs, collaboration within the team, inclusion, and specific teaching strategies will be covered.

**Off Campus Field Experiences:**
Students will engage in observations of programs serving students with autism in the community.

**Diversity:**
Discussion of the range of disabilities associated with the diagnosis of autism will allow participants in the class to address the needs across the autism spectrum. Parent panelists will assist in ensuring a broad-based and diverse set of perspectives and experiences.
**TECHNOLOGY:**

Students will be exposed to technologies of teaching that have been shown to assist children with autism spectrum disorders.

<table>
<thead>
<tr>
<th>June 18</th>
<th>Topics:</th>
<th>An Overview of ASD</th>
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| June 19 | Topics:  | Diagnoses: Autism, Aspergers, Rett, PDD-NOS, CDD, MR  
Reading Discussions/Work on projects in class |
|  | Readings: | Etiology and Perceptions  
Reading Discussions/Work on projects in class |
| June 20 | Topics:  | Managing Behavior Problems I: FBAs, Prevention, Building Pre-requisite Skills, BIP  
Reading Discussions/Work on projects in class |
|  | Readings: | Managing Behavior Problems II: Differential schedules, Extinction, Time-out, Gradual Exposure, Sensory Integration/Breaks  
Reading Discussions/Work on projects in class |
| June 21 | Topics:  | Language Skills: Basic Language, PECS, Augmentative Communication Devices  
Reading Discussions/Work on projects in class |
|  | Readings: | Reading Discussions/Work on projects in class |
| June 22 | Topics:  | Parent’s Role/ Parent Training/Inclusion strategies: Elements for success, Roadblocks to success, Establishing collaboration  
Reading Discussions/Work on projects in class |
|  | Readings: | Transition Planning for teens and Social Skills Training  
Reading Discussions/Work on projects in class |
| June 25 | Topics:  | Teaching Strategies I: Philosophies of Behavioral Teaching, Discrete Teaching Reinforcement, Discrimination Training,  
Reading Discussions/Work on projects in class |
|  | Readings: | Teaching Strategies II: Shaping, Chaining, Task Analysis, and Generalization  
Reading Discussions and Projects Presentations |
| June 26 | Topics:  | Data Collection  
Reading Discussions and Projects Presentations |
|  | Readings: | Wrap-up and Summary: Future Research and Programming  
Reading Discussions and Projects Presentations |
ASSIGNMENTS:

Reading Discussion
Read two of the listed references and come prepared to present the articles using guidelines provided.

Reading Summary
Read one of offered references or a reading of your choice on autism, and write a paragraph summary.

Observational Report:
You may choose to make an observation of 1.5 hours at a setting in which children with autism are being served. Please feel free to use your work setting as a site, if that is feasible. Write a 2-page paper summarizing the sites observed.

Final Paper or FBA Project
Paper: Please choose a topic of your choice related to autism. Gather 5 (peer-reviewed) references (you may have other references on top of this that are not peer-reviewed). Write a 5-page paper reviewing the information gathered.
Project: Please work with a partner to identify one student you would like to target for an intervention project. You and your partner will be responsible for an operational definition of the identified behavior, data collection, intervention design, intervention implementation and intervention evaluation. Responsibilities include:
   a) Identify child with problem behavior,
   b) Create data sheet to calculate current frequency or duration, antecedent conditions, potential reinforcers,
   c) Collect Data (turn in collected data on data sheet),
   d) Analyze data to identify potential antecedent patterns and functions (describe your analysis in a paragraph),
   e) Propose intervention plan based on results (list interventions and order of introduction)
   f) Evaluate the implemented intervention(s)
**We will dedicate time in class to work in groups on these projects.
*Please discuss any alternative proposals with Dr. Arbolino.
**Requirements:**

S= 75% or above  
Class Attendance: 10%  
Attend class sessions and participate in class discussions.

Participation: 20%  
Students must actively participate in class discussions.

Readings: 20%  
Completes readings assignments as assigned.

Observational Report: 20%  
An observation of 1.5 hours at a settings in which children with autism are being served. The classrooms and community centers will be distributed at one of the class meetings. Write a 2-page paper summarizing the site observed.

Paper or Project: 30%  
Write a paper on a topic related to autism using 5 references OR Implement a project for one student and evaluate that plan. Discuss alternative proposals with Dr. Arbolino.

**Academic Misconduct** -- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/ . Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from
the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity** -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**STATEMENT OF STUDENTS’ RIGHTS:**
“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive affective and timely accommodations.”

**REQUIRED READING LIST:**


