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 2013 - Seven Week Summer Session
Level/Career: Graduate
Rationale for proposing this offering: Special topics for Columbus City Schools teachers
Description for this offering: Autism Spectrum Disorders: Effective Teaching Strategies

Attachments

- EDUPL 7897.10 flex Su13 Syllabus - Autism - Arbolino.doc: Autism - Arbolino
  (Syllabus. Owner: Baker,Gerald Eugene)
- EDUPL 7897-10 flex Su13 One_Time_Suppl - Autism - Arbolino.doc: Autism - Arbolino
  (One Time Form Supplement. Owner: Baker,Gerald Eugene)
- EDUPL 7897.10 flex Su13 Crse Rqst Form - Autism - Arbolino.docx: Autism - Arbolino
  (Other Supporting Documentation. Owner: Baker,Gerald Eugene)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Baker,Gerald Eugene</td>
<td>12/04/2012 10:35 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton,Joe Edward</td>
<td>12/04/2012 02:00 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil,Deborah A</td>
<td>12/10/2012 11:08 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>12/10/2012 11:08 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) **Off-Campus**

2. Enrollment Capacity **20**

3. Waitlist Capacity **999**

4. Final Exam:
   - [ ] Yes
   - [x] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   
   a. Exam Seat Spacing **NA**

5. Special Instructions or Additional Information
   - This class will meet off-campus at the Columbus City Schools

6. Class Search Title (18 character limit) **Autism Spctrm Dsrdr**

7. Display in Class Search:
   - [ ] Yes
   - [x] No

8. Credit Hours **3**

9. Course Components (check all that apply):

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Independent Study

10. Graded Component (check one):

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Independent Study

11. Campus of Offering (check all that apply):

   - [ ] Columbus
   - [ ] Marion
   - [ ] Newark
   - [ ] Lima
   - [ ] Mansfield
   - [ ] Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course:  
   □ No Consent needed  
   □ Department Consent  
   ✔ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  June 17 – June 28, 2012

2. Previous quarter(s) of offering and enrollment  Autumn 2012

3. Expected enrollment for proposed quarter of offering  20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  CCS to be determined

6. Will course be taught in distance learning format:  
   □ Yes  
   ✔ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>3 ½ hrs day / 5 days / wk / 2 wks</td>
</tr>
</tbody>
</table>

Prerequisites:

Exclusion or Limiting:

Grade Options (Check) | Letter | S/U | Progress |
----------------------|--------|-----|----------|
Number of Hours of out-of-class preparation required: 65
Total hours of class meetings: 35
Length of each class: 3.5 hrs

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor ____________________________ Rank ____________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings

Student Services (explain how they will be provided to off-campus students):

Registration ____________________________

Office Hours ____________________________

Academic Advising ____________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement
- Other supporting documentation
Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [x] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [x] Flexibly Scheduled
   [ ] Computer taught
   [ ] In Person
   [ ] Distance Learning
   [ ] Video Taught

3. Meeting Pattern

4. Meeting start time: _____4:00______  5. Meeting end time: _____7:30______

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbolino, Lauren</td>
<td>Primary</td>
<td>Post</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: This class meets off-campus in the Columbus City Schools

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
Instructor: Lauren Arbolino, Ph.D.
arbolino.1@osu.edu
Year: Summer 2013
Course Number: EDUPL 7897.10
Course Dates: June 17 - June 28
Course Times: 4:00-7:30pm
Office Hours: By appointment
Credits: 3
Location: TBD

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 17</th>
<th>Topics:</th>
<th>An Overview of ASD</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18</td>
<td>Topics:</td>
<td>Diagnoses: Autism, Aspergers, Rett, PDD-NOS, CDD, MR</td>
</tr>
<tr>
<td>Readings:</td>
<td>Etiology and Perceptions</td>
<td>Reading Discussions/Work on projects in class</td>
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<tr>
<td>June 19</td>
<td>Topics:</td>
<td>Managing Behavior Problems I: FBAs, Prevention, Building Pre-requisite Skills, BIP</td>
</tr>
<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
</tr>
<tr>
<td>June 20</td>
<td>Topics:</td>
<td>Managing Behavior Problems II: Differential schedules, Extinction, Time-out, Gradual Exposure, Sensory Integration/Breaks</td>
</tr>
<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
</tr>
<tr>
<td>June 21</td>
<td>Topics:</td>
<td>Language Skills: Basic Language, PECS, Augmentative Communication Devices</td>
</tr>
<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
</tr>
<tr>
<td>June 24</td>
<td>Topics:</td>
<td>Parent’s Role/ Parent Training/Inclusion strategies: Elements for success, Roadblocks to success, Establishing collaboration</td>
</tr>
<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
</tr>
<tr>
<td>June 25</td>
<td>Topics:</td>
<td>Transition Planning for teens and Social Skills Training</td>
</tr>
<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
</tr>
<tr>
<td>June 26</td>
<td>Topics:</td>
<td>Teaching Strategies I: Philosophies of Behavioral Teaching, Discrete Teaching Reinforcement, Discrimination Training,</td>
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<tr>
<td>Readings:</td>
<td>Reading Discussions/Work on projects in class</td>
<td></td>
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<tr>
<td>June 27</td>
<td>Topics:</td>
<td>Teaching Strategies II: Shaping, Chaining, Task Analysis, and Generalization</td>
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<tr>
<td>Readings:</td>
<td>Reading Discussions and Projects Presentations</td>
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<tr>
<td>June 28</td>
<td>Topics:</td>
<td>Data Collection</td>
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<tr>
<td>Readings:</td>
<td>Wrap-up and Summary: Future Research and Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Discussions and Projects Presentations</td>
<td></td>
</tr>
</tbody>
</table>
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:**


