

OCT 11 2010

FLORIDA ATLANTIC UNIVERSITY

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG: _____

DEPARTMENT NAME: EXCEPTIONAL STUDENT EDUCATION	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EBD 5246 (09-10 CATALOG) (10-11 CATALOG)	CURRENT COURSE TITLE: STUDENTS WITH AUTISM SPECTRUM DISORDERS

CHANGE(S) REQUESTED




<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p>CHANGE PREREQUISITES TO: _____</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>X CHANGE PREFIX FROM EBD TO: EEX</p> <p>X CHANGE COURSE NO. FROM 5246 TO: 6095</p> <p>X CHANGE TITLE TO: NATURE AND CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS</p> <p>X CHANGE DESCRIPTION TO: This course will focus on students with autism spectrum disorders (ASD) including examination of possible etiologies, diagnosis, and classification as well as appropriate curriculum, family involvement, and community-referenced behavioral techniques. This course requires 20 field experience hours.</p>
CHANGES TO BE EFFECTIVE (TERM): Spring, 2011	Attach syllabus for ANY changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). <p style="text-align: center;">NO</p>	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. Comments from all departments are attached.

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
 Dr. Cynthia Wilson 954-239 1006 clwilson@fau.edu

SIGNATURES

SUPPORTING MATERIALS

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Dean of the Graduate College: _____	Date: 10/18/10 10/20/10 10/21/10 _____ _____	Syllabus—must include all criteria as detailed in UGPC Guidelines. Go to: http://graduate.fau.edu/gpc/ to access Guidelines and to download this form. Written Consent—required from all departments affected.
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Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Mike,

Teaching and Learning do not have any conflicts.

However, I have a recommendation. Since EEX 5602 requires a prerequisite of some special education or autism course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting to enroll. Not a bad thing, but may be not the target.

Barbara

Dr. Brady:

The Exercise Science and Health Promotion Department does not have any conflict with the four proposed courses (2 new, EEX 2xxx; EBD 5246 and EEX-5602) listed below. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science
and Health Promotion

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Mike:

The new courses and revised courses you are proposing do not conflict with the courses or curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be a valuable addition to your curriculum. Take care.

Jim McLaughlin

Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course proposals, *Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders* and *Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders*, as well as the revisions to two of your existing courses, EBD 5246 and EEX 5602. The new courses, and the revisions to your existing course, do not conflict with the graduate curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,
Deena

Deena Louise Wener, Ph.D., CCC-SLP
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Hello Mike:

I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program. Good Luck!

Irene

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Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

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From: Dr. Michael Brady [<mailto:mbrady@fau.edu>]
Sent: Wednesday, September 22, 2010 7:22 PM
To: Jim McLaughlin; Barbara Ridener; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wener
Cc: Cynthia Wilson; Mary Lou Duffy
Subject: 4 ESE Courses

Folks – I'm attaching 4 ESE courses for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the FDOE teaching endorsement in autism. Here is a breakdown of the 4 courses:

Two courses are new. They are:

EEX 6xxx Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders

EEX 6xxx Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders

Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:

1.EBD 5246 Students with Autism Spectrum Disorders

We are proposing change the prefix from *EBD* to *EEX*;

We are proposing a change from 5246 to a 6000 level number;

We are proposing a title change to *Nature and Characteristics of Autism Spectrum Disorders*.

2.EEX 5602 Behavior Change and Management Strategies

We are proposing a change from 5246 to a 6000 level number;

We are proposing to change the prerequisites *from* EEX 5612 and EEX 5051 *to*:

- EEX 5612 or an equivalent course in applied behavior analysis;
- EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.

Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your departments, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.

Regards

MB

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**Department of Exceptional Student Education
College of Education
Florida Atlantic University**

Instructor:
Phone:
Office Hours:

Office:
E-mail:
Class Day/Time:

COURSE NUMBER: EEX 6095 (3 Credits) (Currently EBD 5246)

COURSE TITLE: Nature and Characteristics of Autism Spectrum Disorders

CATALOG DESCRIPTION: This course will focus on students with autism spectrum disorders (ASD) including examination of possible etiologies, diagnosis, and classification as well as appropriate curriculum, family involvement, and community-referenced behavioral techniques. This course requires 20 field experience hours.

PREREQUISITE or COREQUISITE: None

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional when interacting with individuals in the field based experience, individuals with ASD, and their families.

MATERIALS:

REQUIRED TEXT:

Boutot, A. E. & Myles, B. S. (2011). *Autism Spectrum Disorders: Foundations, characteristics, and effective strategies*. New Jersey: Pearson Education, Inc.

In addition to the text, a series of journal articles will be required reading, including:

Bureau of Education of Exceptional Students, Florida Department of Education. (2002). *A Resource Manual of the Development and Evaluation of Special Programs for Exceptional Students: Volume II-k: ASD*.

Heflin, L. & Simpson, R. L. (1998). Interventions for children and youth with ASD: Prudent choices in a world of exaggerated claims and empty promises. Part I : Intervention and Treatment Option Review. *Focus on Autism and Other Developmental Disabilities, 13*, 194-211.

- Hendricks, D., & Wehman, P. (2009). Transition from school to adulthood for youth with ASD spectrum disorders: Review and recommendations. *Focus on Autism and Other Developmental Disabilities, 24*, 77-88.
- Hurlbutt, K., & Chalmers, L. (2002). Adults with ASD speak out: Perceptions of their life experiences. *Focus on Autistic Behaviors, 17*, 103-111.
- Levy, S. E., & Hyman, S. L. (2005). Novel treatments for autistic spectrum disorders. *Mental Retardation and Developmental Disabilities Research Reviews, 11*, 131-142.
- Prizant, B.M., & Wetherby, A.M. (1989). Providing Services to Children with ASD Ages 0 to 2 Years) and their families. *Focus on Autism and Other Developmental Disabilities, 4*, 1-16.
- Rutter, M. (2005). Incidence of ASD spectrum disorders: Changes over time and their meaning. *Acta Paediatrica, 94(1)*, 2-15.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- State of Florida Certification Standards for Exceptional Student Education (ESE)
 - CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
 - State of Florida Accomplished Practices (EAP)
 - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus).

COURSE OBJECTIVES:

The overall objective of this course is to equip educators with knowledge of the nature of ASD and specialized intervention skills enabling them to effectively meet the needs of students with ASD. Specifically, upon completion of this course the student will be able to:

1. Describe the status of research on the possible etiology of ASD. (CEC cc1K1)
2. Describe the cognitive, affective, social and academic characteristics of children and youth with ASD. (CEC dd2K2) (ESE 1.5)
3. Describe the critical elements of the major systems used to classify students with ASD and the continuum of placement services available for individuals with ASD. (CEC dd1K1) (ESE 1.4)
4. Discuss the clinical effects of drugs and innovative techniques for intervention with students with ASD. (CEC cc2K2, 2K7, dd2K1, 2K5)
5. Describe and appreciate the role of interactive factors in development and maintenance of maladaptive behaviors in students with ASD. (CEC dd1K1, dd1K5)
6. Appreciate the ethical necessity of treating children with ASD with dignity and respect using community-referenced techniques to bring about meaningful life-wide

changes and be able to apply an array of procedural safeguards to program options for children with ASD. (CEC cc1K2) (ESE 1.2)

7. Demonstrate the ability to communicate effectively with the family of a child with ASD, including families from culturally and linguistically diverse backgrounds so as to extend intervention gains to a wide range of non-school environments. (CEC cc3K4, 3K5) (ESE 3.6) (ESOL 1.1e)

COURSE CONTENT:

- Overview of ASD
- Etiology and current theories regarding ASD as epidemic
- Characteristics of ASD
- Parents and families
- Early intervention education programs
- Evidence-based practices
- Alternative therapies and bio-medical protocols
- Social challenges
- Communication skills
- Adolescents and adults with ASD
- Transitioning from school to adulthood

COURSE REQUIREMENTS:

1. RESOURCES IN ASD

Students will create an annotated list of at least ten resources for children and families related to meeting the needs of children with ASD. The resource list should be developed in the format of an annotated bibliography. The annotated resource list should identify each resource, include a brief description of the resource and its proposed benefit(s), and include information about how to obtain the resource and/or provide contact information for the resource. The list should include a variety of resources including books, pamphlets, guides, websites, agencies, etc. You are encouraged to collect any published literature about the resources on your list to include in your portfolio.

As part of the resource list, each student will identify at least one agency providing specialized services to children with ASD and their families to make direct contact with and visit to conduct an interview and observe what they do. Collect and read any print materials to include with your assignment. We will, as an in-class activity, develop a series of general interview questions that can guide your information gathering efforts. Each student will turn in the resource list and a one-two page narrative that describes the agency visited (information gained from the interview and observation). Each student will provide a copy of their resource list to all class members.

2. FIELD-BASED OBSERVATION

A total of twenty hours of observation will be required. One half of these observation hours will be conducted in school classes serving students with ASD. The remaining half of these hours is to be completed in the context of the child in non-school related settings receiving other services such as speech, physical, or occupational therapy. You are asked to log your hours with brief notations as to the nature of the activity and settings while maintaining the confidentiality essential to such visitation. You will also include personal reflections related to each observation. Reflections may include such topics as strategies you learned that you will apply to your work with children and families, questions that were raised in your mind because of your observation experience, etc. A log accompanies this syllabus.

3. COMPETENCY ASSESSMENT: PORTFOLIO

Throughout the semester, students will facilitate and participate in discussions, create teaching materials, assessment materials, checklists, presentations for families and other educational professionals, lesson plans, etc. Some of these will be done in class, some out of class, some in groups, and some individually. The organization of the portfolio is left up to the student. Students will be graded on the quality of the content and application of the materials, general participation in the creation of materials, and the creativity and organization of the portfolio.

Competency Assessments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Autism specialization. **For this course, the Educator Accomplished Practices (EAP 2.2, 4.1) will be measured by the Portfolio assignment, which is the Competency Assessment.** Please read carefully the ESE departmental policy on Competency Assessment.

ESE Departmental Policy on COMPETENCY ASSESSMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 83%** of the points allotted for the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the Competency Assessment.

Remediation policy:

- **If a student is making at least a B in the course**, but has failed to pass the Competency Assessment with a minimum of 83% of the possible points for the assignment, the student will receive an "I" in the course until the assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment**

is not successfully passed, the grade for the course will be B- or below regardless of the total points earned in the course.

- **If a student is not making at least a B in the course**, and has failed to pass the Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Competency Assessment. The student will need to repeat the course and the Competency Assessment.

4. REFLECTIVE PRESENTATIONS

Students will make a presentation to the class which summarizes reflections from the observation experience, the visit and interview with the agency, and the development of the resource list and portfolio. The presentation may include strategies and lessons learned, information collected, questions raised, and thoughts about the experience with the teacher and other school personnel, and parents and family members from the field experience.

5. TEST

One test will be given. This test will be in an essay format and will be given on the last day of class.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to children with ASD spectrum disorder.

ASSESSMENT PROCEDURES:

Assignment	Points	% of Course Grade
Observation	10	10%
Resources in ASD	30	30%
Portfolio	20	20%
Presentation	10	10%
Test	30	30%
TOTAL	100	100%

GRADING (FAU GRADING SCALE):

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	<60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICIES:

1. The course carries three (3) graduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of B (not B-) is required in order to continue in the ESE Master's program.
4. Learners must satisfy the course requirements during the time-span of the course. This is especially important due to the design and intent of an on-line course.
5. All assignments will be accepted no later than the due dates indicated within the introductory announcement.
6. Any changes regarding the syllabus are left to the discretion of the instructor, will be announced via the bulletin board and will officially replace only assignments and percentage weights, not the standards by which the assignments will be graded.

Students With Disabilities: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – LA 240 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY

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- Fullerton, A. (1996). Adolescence and young adulthood. In Fullerton, A., Stratton, J., Coyne, P., & Gary, C. (Eds.) *Higher Functioning Adolescents and Young Adults with ASD: A Teacher's Guide* (pp.71-90). Austin, TX: Pro-Ed.

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- Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous Child*, 2, 217-250.
- Lovaas, O.I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.
- McClannahn, L.E., & Krantz, P.J. (1994) The Princeton Child Development Institute. In S. L. Harris & J. S. Hendleman (Eds). *Preschool Education Programs for Children with ASD* (pp 107-126). Austin, TX: Pro-Ed.
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- Powell, T.H., Hecimovic, A., & Christensen, L. (1992). Meeting the unique needs of families. In Berkell, D.E. (1992). *ASD: Identification, Education, and Treatment*. Hillsdale, NJ. Lawrence Erlbaum Associates.
- Powers, M.D. (1992). Early intervention for children with ASD. In Berkell, D.E. (1992). *ASD: Identification, Education, and Treatment*. Hillsdale, NJ. Lawrence Erlbaum Associates.
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- Scott, J., Clark, C., & Brady, M.P. (2000). *Students with autism: Characteristics and instructional programming*. San Diego: Singular.
- Tuchman, R. F. (1991). ASD: Delineating the spectrum. *International Pediatrics*, 6, 161-169.
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APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS FOR TEACHERS OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS WITH DEVELOPMENTAL DISABILITIES AND/OR AUTISM

What every special educator must know: Ethics, standards and guidelines. (6th ed.)
Reston, VA: CEC Publications.

1. Foundations

- cc1K1 Models, theories, philosophies, and research methods that form the basis for special education practice
- cc1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation
- dd1K1 Definitions and issues related to the identification of individuals with developmental disabilities
- dd1K5 Theories of behavior problems of individuals with developmental disabilities

2. Development and Characteristics of Learners

- cc2K2 Educational implications of characteristics of various exceptionalities
- cc2K7 Effects of various medications on individuals with exceptional learning needs
- dd2K1 Medical aspects of developmental disabilities and their implications for learning
- dd2K2 Psychological, social/emotional, and motor characteristics of individuals with developmental disabilities
- dd2K5 Complications and implications of medical support services

3. *Individual Learning Differences*

- cc3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
- cc3K5 Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION

- 1.2 Identify appropriate practices based on legal and ethical standards.
- 1.4 Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act.
- 1.5 Compare the development and characteristics (e.g., language, cognitive, academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities.
- 3.6 Identify effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals, including students, families, and team members from culturally and linguistically diverse backgrounds, as equal members of the educational team.

FLORIDA STATE ESOL PERFORMANCE STANDARDS

- 1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP)

- 2.2 Demonstrates the ability to communicate effectively, verbally, visually or in writing.
- 4.1 Identifies, strategies, materials, and technologies that expand critical thinking.

APPENDIX B

Field Experience Information for ESE Students

A field component is a requirement of this course. A field experience allows the FAU student the wonderful opportunity to observe and work with children directly in an instructional setting. It is the worthwhile experience when students are able to make the association of educational theory into practice. The required field experience hours are IN ADDITION to university course lecture and CANNOT overlap instruction for this or any other course.

School Placements: ALL field experience placements will be assigned through the College of Education, Office for Academic and Student Services at FAU in collaboration with the school district offices. Students **CANNOT** solicit their own placements. Once confirmed by the school district office, students and university instructors will be able to access their field placement assignments on-line at

www.fau.edu/coess . Field Placements are assigned with the collaborative efforts of the personnel from the school districts and FAU.

Placement Policies: Since there is NO RECIPROCITY among the counties for security clearance, students need to decide the county (or counties) in which to apply and proceed accordingly. It is important to consider the following field placement policies: students can choose the local county for placement for field experience courses. This may include, but is not limited to the student's county of residence.

Security Clearance: In order to participate in these field experiences it is **REQUIRED** for university students to apply for security clearance with the school district offices and be approved. Students must visit the web site, www.fau.edu/coess under the Field Experience link for additional information regarding clearance fees and procedures. It is **STRONGLY ADVISED** for students to review other pertinent field placement information available at this web site.

Field Placement Applications: Field Placement forms are available **ON-LINE** at www.fau.edu/coess under the "Field Experience" link. Students will need to visit the Field Experience link in order to apply for a field placement assignment.

Deadlines: The deadline to apply for field placements **AND** security clearance are posted on the FAU website. **IT IS THE STUDENT'S RESPONSIBILITY TO COMPLY WITH THE DEADLINES.** Student placements **CANNOT** be assigned if the school districts have not received the field placement and security clearance applications after this deadline.

Broward County Security Clearances: Students requesting placements in Broward County **MUST** have a **PHOTOCOPY** of their Broward County security clearance card on file with the College of Education-Student Services Office at the Davie campus. The field placement application **WILL NOT** be processed without this documentation on file. Students' security clearances for Broward County are valid for five years. Duplicate copies of lost or misplaced Broward County security clearance cards can be obtained at the Broward County School District Office at the KC Wright Building in Fort Lauderdale.

Palm Beach County Security Clearances: The Palm Beach County School District Office will accept the security clearance paperwork from its **CURRENT AND ACTIVE** employees, however **NEW AND UPDATED SECURITY CLEARANCE APPLICATIONS** must be submitted to the school district office. The forms are **ONLY AVAILABLE** at the Field Experience web site, www.fau.edu/coess. There are no additional processing fees if actively employed, however the updated applications must be **delivered in person** to the Palm Beach County School District Office, faxes and mailings will not be accepted.

Hendry, Indian River, Martin, Okeechobee, and St. Lucie County Security Clearances: Students need to visit the Field Experience web site, www.fau.edu/coess for information regarding new security clearance fees for new applications and directions for procedures.

Transfer Students: Transfer students with current **PALM BEACH COUNTY** security clearance are also required to submit new and updated security clearance forms. These applications must also be retrieved from the Field Experience web site, www.fau.edu/coess. If there is **NO BREAK IN ENROLLMENT** from one institution to another (excluding summer terms), there will be **NO CHARGE** for this process.

School District Employees: Students who are currently working at a school in any county wishing to serve field placement hours at their site of employment may do so with the written consent from the school administrator. Students must print the Employee Approval Form available at the Field Experience web site, www.fau.edu/coess, and once signed by the school's administrator either hand deliver or fax this form to the Student Services Office.

Start Dates: *STUDENTS ARE EXPECTED TO REPORT to the assigned placement as either indicated on the placement form AND ADHERE TO THE FIELD PLACEMENT SCHEDULE as discussed with the classroom teacher. Students SHOULD NOT CALL teachers assigned to*

PALM BEACH COUNTY schools, (other than to report absences). However, students assigned placements in counties other than Palm Beach, SHOULD CALL to confirm and schedule visits.

Preparedness: Students should report to the front office and SIGN IN AT EACH VISIT. Students should have picture identification and a Record of Hours Log to document hours verified and initialed by the classroom teacher at each visit. Additionally a LETTER written to the classroom teacher documenting the FIELD PLACEMENT COURSE COMPONENT should be also be provided at the initial placement meeting. It should include the university instructors' expectations of his/her FAU students, description of assignments, and the number of required hours for the field experience.

Dress Code and Conduct: Professional attire and behavior is expected. All student information is strictly confidential and should not be discussed outside the classroom. A generic guide of suggested attire is offered at the Field Experience web site, www.fau.edu/coess, under the link titled Field Placement Visits.

Absences: STUDENTS ARE REQUIRED TO CALL AND REPORT ABSENCES. STUDENTS MUST CALL AND LEAVE A MESSAGE FOR THE ASSIGNED CLASSROOM TEACHER ON OR BEFORE THE SCHEDULED DATE OF FIELD PLACEMENT. Academic penalties and/or continued admittance into the school/community center may be enforced for individuals who do not adhere to the schedule of field placement visits.

Changes: Once a field placement form is submitted, the Student Services Offices should be contacted IMMEDIATELY with any necessary changes. Students who drop the course(s) requiring field placement(s) should contact the Student Services Offices and university instructor(s) IMMEDIATELY.

Grading: A student's grade will be affected if they do not complete field placement assignments and hours as required by the course. Students need to discuss specific consequences with their University Instructor.

Reassignments: Since careful considerations for field placements are arranged according to the information provided on the Field Placement application(s), reassignment requests are rarely granted. Field Placements are assigned based on the field component requirements as designed by the university, timeliness of the security clearance application, school availability, and unless otherwise indicated, the student's residence.

Questions: Additional questions should be directed to the Student Services Offices. DO NOT CONTACT COUNTY PERSONNEL.

Contacts:

For Broward and Dade County inquiries, call Student Services at the Davie campus, (954) 236-1028. For Hendry, Indian River, Martin, Okeechobee, Palm Beach, and St. Lucie County inquiries, call Traci Catto at the Boca Raton campus, (561) 297-3576 or email to tcatto@fau.edu.

APPENDIX C
Field Experience Log for Student Observations
Exceptional Student Education

NAME: _____

Course: _____ **Instructor:** _____

.....

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone: _____

Teacher / staff (*please print*) _____

Student's signature _____ Cooperating Teacher / staff signature _____

=====

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone #: _____

Teacher / staff (*please print*) _____

Student's signature _____ Cooperating Teacher / staff signature _____

=====

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone #: _____

Teacher / staff (*please print*) _____

Student's signature _____ Cooperating Teacher / staff signature _____

COURSE SCHEDULE FOR SEMESTER

SESSION	TOPICS	ASSIGNMENTS
1	Introduction to the course Overview/History of ASD Characteristics of Children with ASD	Boutot & Myles Chapter 1
2	Etiology of ASD Medical Aspects Theory of Mind	Boutot & Myles Chapter 1
3	ASD Epidemic? Prevalence, Change in Diagnostic Criteria	Boutot & Myles Chapter 2
4	Evidence-based Practices	Boutot & Myles Chapter 3
5	ASD in Early Childhood Early Intervention Education Programs Ethical considerations	Prizant and Weatherby McClanahan & Krantz; Lovaas
6	Parents and Families Parent-Professional Relationships Siblings	Boutot & Myles Chapter 4
7	Environmental Planning Continuum of Services Visual supports	Boutot & Myles Chapter 5
	Communication skills Augmentative Communication	Boutot & Myles Chapter 8
8	Social Skills / Social Interaction	Boutot & Myles Chapter 9
9	Academic and Functional Skills Universal Design, Inclusion, Consultation, Collaboration, Coaching	Boutot & Myles Chapter 10
10	Sensory Integration	Boutot & Myles Chapter 11
11	Assistive Technology	Boutot & Myles Chapter 12
12	Alternative Therapies and Bio-medical Protocols	Levy and Hyman Resources due
13	Adolescents with ASD Transitioning from school to adulthood	Boutot & Myles Chapter 13 Hendricks and Wehman
14	Adults with ASD	Hurlbutt, K. & Chalmers, Portfolio due Observation Log due
15	Reflective Presentations	
16	Final Exam	

Rubric

Name: _____ Date: _____ Overall Rating / Points Earned: ____ / _____

Results of this Competency Assessment: ____ Exceeds Expectations ____ Meets Expectation ____ Does not Meet Expectations

Course Name: *Nature and Characteristics of Autism Spectrum Disorders*

Competency Assessment Title: *Portfolio*

Florida Educator Accomplished Practice: Standard 2 & 4

Indicator: 2.2 & 4.1

Description of Competency Assessment:

Components of Assignment	Exceeds Expectations 92-100%	Meets Expectations 91- 84%	Does Not Meet Expectations <83%
Content Value= 40%	Content of materials included in the portfolio reflect variety, creativity, and diversity.	Content of materials included in the portfolio somewhat reflect variety, creativity, and diversity.	Content of materials included in the portfolio do not reflect variety, are not creative, and are not diverse.
Application Value = 40%	Content of materials created for and included in the portfolio thoroughly reflect course content and is appropriate to meet the needs of students with ASD and their families.	Content of materials created for and included in the portfolio adequately reflect course content and is mostly appropriate to meet the needs of students with ASD and their families.	Content of materials created for and included in the portfolio insufficiently or minimally reflect course content and are not appropriate for students with ASD and their families.
Mechanics Value = 20%	Contents of the portfolio are free of errors in grammar, capitalization, punctuation, and spelling and presented in a professional manner.	Contents of the portfolio have few errors in grammar, capitalization, punctuation, and spelling and needs improvement in professional quality of the portfolio.	Errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major editing and revision is required. Portfolio lacks professionalism.