

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**COURSE: EDSL 694 (3 units)-Seminar in Autism Spectrum Disorders
Spring 2012
Mondays 1:15-4:00
Location: FCB 106**

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

COURSE DESCRIPTION

EDSL 694- Seminar in Autism Spectrum Disorders (3). This course will explore the nature of autism spectrum disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will be reviewed based upon current research and compared to typically developing populations. Current trends in assessment and diagnostic criteria for the disorder will be discussed in addition to specific diagnostic tools utilized by other professionals as well as speech language pathologists. Treatment, data collection, and ongoing assessment techniques will be applied based upon evidence-based practice (EBP). Current research topics, funding of services, and national and state level policy will be reviewed. This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology. The specific standards addressed in this course are: III-A, III-B, III-C, III-D, III-E, III-F, III-G, IV-B, IV-G.

Course Prerequisites: Admission to the MA in Education Option in Communicative Sciences and Disorders.

Textbook: Autism Spectrum Disorders and AAC (2009). Edited by Pat Mirenda and Teresa Iacono by Paul H. Brookes Publishing Company. Students will be responsible for assigned readings throughout the semester.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting within one week of the beginning of the course.

Learner Objectives

Students will:

1. Identify the current theories regarding the etiology of autism spectrum disorders including genetic, developmental, environmental, and biological factors. (Standard III C)
2. Compare and contrast the neurological, developmental, genetic, and anatomic underpinnings in individuals with autism to individuals with typical development. (Standard III B, Standard III C)
3. Understand the roles and responsibilities of speech language pathologists and other related professionals in the diagnosis and treatment of autism. (Standards III C through III G, IV G)
4. Understand and use current standardized and informal assessments administered by speech language pathologists. (Standard III D through III G and IV G)
5. Describe the characteristics and issues surrounding autism in childhood, including the role of social communication skills, specific speech and language characteristics, and cognitive/play skills. (Standard III C through III G)
6. Detail the trajectory of communication and cognitive skills into adolescence and adulthood. (Standard III B and III C)
7. Acquire knowledge of treatment principles based upon evidence-based practice (EPB) standards. (Standard III D, E, and F)
8. Identify and critically evaluate current trends in research and issues related ASD. (Standard III F, III G, IV B)
9. Review local, state, and national policies regarding reimbursement/funding sources, educational standards, and legal issues. (Standard III G and IV G)

Course Requirements

Critical Evaluation of Professional Journal Article: (100 points)-Students will provide a written critical essay from an ASHA or peer-reviewed journal article addressing ASD content. The article may target a variety of topics in areas such as assessment and treatment. The article should be approved by the instructor and should be written in APA format.

Written Review of a Current Topic in Autism: (100 points)-Students will create a written review of a current topic in autism. Example topics include: Impact of diet on ASD symptoms, Project Impact or Milieu teaching, Literacy development, Quality of life planning. This review should include no less than three scholarly references and should be written in APA format. The topic should be approved by the instructor.

Oral Presentation of Topics Paper to Class: (50 points)-Students will orally present their written review.

Quizzes: (50 points)-Students will write five, in-class mini-assessments worth ten points each covering information from lectures, readings, and class discussions.

Final Examination: (100 points)-Students will complete a final examination covering information from lectures, readings, and class discussions throughout the semester.

Total Points – 400

Grading Standards

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the Communication Disorders Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA fall below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language. You will be graded on such.

All University Writing Requirements

Every course at the university must have a writing requirement of at least 2500 words. Your quizzes, examination, and papers will be used to satisfy this requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the

Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Tentative Schedule/Course Outline

Date	Topic	Assignment (if any)
Session 1 January 23	Introduction, DVD-Power of Words by Judy Endow	
Session 2 January 30	Identify Key Vocabulary, Theories of Etiology, Compare and Contrast to Typical Development	
Session 3 February 6	Issues in Early Intervention in ASD	Quiz 1 Kim Enloe Guest Speaker
Session 4 February 13	Transitions to School Age and Parent Perspective	Karyn Searcy Guest Speaker
Session 5 February 20	Standardized and Informal Assessments, DSM Criteria, Roles of Other Professionals	Lezya and Jozef Weglarz Guest Speakers
Session 6 February 27	No lecture	
Session 7 March 5	Treatment in ASD Across Clinical Settings, Managing Behaviors	Journal Article Review Due Quiz 2
Session 8 March 12	Progress Monitoring and Clinical Decision Making	Quiz 3
Session 9 March 26	AAC and Assistive Technology	Guest Speaker TBA
Session 10 April 2	Transitions to Adolescence and Adulthood, Employment and Vocational Issues	Quiz 4
Session 11 April 9 No Class		
Session 12 April 16	Oral Presentations of Topic	Written Topic Review Due
Session 13 April 23	Oral Presentations of Topic	Quiz 5
Session 14 April 30	Quality of Life and Autism Across the Lifespan	
Session 15 May 7		Final Examination