

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

CSD 623

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

New course proposal: CSD 623 Theory and Therapeutic Methodology for the Autism Spectrum.

Rationale: The increase in children with an autism spectrum disorder and concomitant communication disorders has dramatically increased. This implies that graduates should have an adequate knowledge base to appropriately manage children and adults with this diagnosis. Heretofore, this information has been infused into the clinical practicum classes. However, a separate class can provide more information. Thus, the faculty recommends the addition of this two credit hour class to the curriculum.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

		COUNCIL ³							Board of Trustees			
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

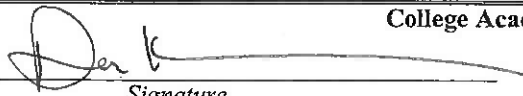
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	<u>3/23/22</u> Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	<u>4-5-22</u> Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	<u>4-5-22</u> Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	CSD 623
---	---------

I. Systems and Catalog Information Complete each item.

1	Course Developer	Daiquirie Crumrine
2	Course Instructor	Daiquirie Crumrine
3	Course Title	Theory and Therapeutic Methodology for the Autism Spectrum
4	Course Abbreviation for Banner if title is more than 30 characters	Theory and Methods for Autism
5	College	CEHS
6	Department or School	Communication Sciences and Disorders
7	Number of Credit Hours	2
8a.	Number of contact hours – lecture	2
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	2
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	2
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course covers the knowledge and skills needed to provide effective assessments and evidence-based treatments for communication impairments in individuals with autism spectrum disorders (ASD). Topics include ASD characteristics and etiologies, functional communication systems, structured teach principles, and positive environmental supports for effective learning.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	CSD SLP graduate standing
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	n/a
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? all
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2023
24	Is this course required for a degree/s?	☐ No

		☒ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment: This course has been taught, integrated into CSD 693 Clinical Practicum and was taught at Oklahoma State University by the instructor.
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	n/a

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This proposed course adds two additional credit hours to the academic curriculum. However, with other changes to the practicum credits, the total hours of the degree plan is unchanged from 52 credits.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The course fills a significant void in the CSD curriculum, given the significant increase in the number of diagnosed individuals with ASD. Much of the course content is presently being integrated into a practicum course. However, the faculty believe the students will be better served with the content taught as a separate course.

III. Course Design

- A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

This course is intended for first year graduate student in speech-language pathology (CSD). There are no other prerequisites for this course.

2. State the overarching course goal(s) in performance terms.

Graduate students will gain the knowledge and skills necessary to provide assessments and efficacious and efficient evidence-based treatments for individuals with autism spectrum disorders (ASD).

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Describe the unique profile of communicative strengths and weaknesses of an individual with ASD	• Case studies/PBL • Class discussion • Blog reflection
2	Develop appropriate questions for the purpose of collecting case history information for an individual who has / or is suspected to have ASD	• Case studies/PBL • Class discussion
3	3. Identify appropriate screening, assessment, and adapted assessment tools/procedures to screen/assess a child with /or suspected ASD	• Case studies/PBL • Quizzes • Public Service Announcement
4	Interpret the results of an evaluation given to a child with / or suspected ASD, develop appropriate goals/objectives, and recommend appropriate referrals as needed.	• Case studies/PBL • Exam
5	Demonstrate the ability to develop and implement an appropriate intervention plan that addresses the needs of a child diagnosed with ASD.	• Case studies/PBL • Exam • Public Service Announcement
6	Reflect on how Christian principles can inform practice related to an individual with ASD.	• Class discussion • Public Service Announcement
7	Demonstrate the ability to select the appropriate materials to target an objective developed to improve the communication of a child with ASD	• Quizzes • Case studies/PBL

8	Demonstrate the ability to measure the client's performance on an established objective, provide modifications to the objectives as needed, document/report progress on the social objective, and make referrals as necessary for a child with ASD	• Class discussion • Quizzes
9	Develop and/or select a communication system, or a portion thereof (e.g., communication board, speech generating device, etc.) as determined appropriate for a child with ASD.	• Case studies/PBL • Quizzes • Public Service Announcement
10	Identify examples of challenging behavior displayed by an individual with ASD and develop plausible hypotheses about the functions the behavior.	• Case studies/PBL • Blog reflection • Exam
11	Demonstrate the ability to physically arrange a structured learning environment, develop a daily schedule, work system, and develop at least 2 visually structured activities to address a specific challenging situation for an individual with ASD (using assigned case study).	• Case studies/PBL • Public Service Announcement

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Graduate:

Prelock, P.A., & McCauley, R. J. (2012). Treatment of Autism Spectrum Disorders: Evidence-based intervention strategies for communication and social interactions, Paul H. Brooks Publishing.

Additional readings will be assigned and provided through Canvas links.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Abilene Christian University
College of Education and Human Services
Department of Communication Sciences and Disorders
CSD 623: Theory and Therapeutic Methodology for the Autism Spectrum
2 Credit Hours
Spring, 2023

Instructor: Daiquirie Crumrine, Ph.D., CCC-SLP

E-mail address: dlc17a@acu.edu

Office Location: 8th floor, Dallas Campus

Office Hours: Virtual office hours by appointment, Mon. & Wed. (in-person) 1:00 pm-4:00 pm

Cell phone: 316-371-8232

Course Meeting Time/Place: TBD

Mission Statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Department of Communication Sciences and Disorders is to equip students with the knowledge and skills in speech-language pathology for ministry to individuals with communication disorders through a Christian world view.

Faith and Learning Statement

The field of speech-language pathology can be considered a ministry. I want students to know and enjoy the spiritual benefits of a service-oriented profession from the outset. I want students to celebrate the unique differences and strengths of the patients they will serve. In order to be effective in ministering in this manner, students and professionals need the highest level of skill to best serve families. Therefore, I intend to provide students the opportunity to integrate textbook fundamentals, evidence-based research, clinical skills, and Christian values in serving individuals with communication disorders. In addition, students will discover how Christian faith influences a speech-language pathologist's identity and values.

Course Description

This course covers the knowledge and skills needed to provide effective assessments and evidence-based treatments for communication impairments in individuals with autism spectrum disorders (ASD). Topics include ASD characteristics and etiologies, functional communication systems, structured teaching principles, and positive environmental supports for effective learning.

Intended Audience/Prerequisite

Students must be graduate students in Communication Sciences and Disorders to enroll in this course. There are no corequisites

Course Text (Required)

- Prelock, P.A. & McCauley, R.J. (2012). *Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication & Social Interactions*. Baltimore, MD: Paul H. Brooks Publishing.
- There will be additional required readings for this course. These readings will be provided via CANVAS and through appropriate internet links

Major Topics

1. Characteristics of individual with ASD
2. Functional assessment strategies for individuals with ASD
3. Play, social, and/or leisure skill development related to individuals with ASD
4. Structured teaching principles (arrangement of physical environment, daily schedules, work systems, and visually structured activities) related to individuals with ASD
5. Development of appropriate treatment plans for individuals with ASD
6. Development of visual strategies and routines for individuals with ASD
7. Identification/development of appropriate AAC strategies for individuals with ASD

Student Learning Outcomes and Measurements

Student Learning Objective	Measurement Instrument	Performance Indicator
1. Describe the unique profile of communicative strengths and weaknesses of an individual with ASD	1. Case studies/PBL 2. Class discussion 3. Blog reflection	1. Quality of written response to case studies 2. Quality of discussion 3. Quality of reflection
2. Develop appropriate questions for the purpose of collecting case history information for an individual who has / or is suspected to have ASD	1. Case studies/PBL 2. Class Discussion	1. Appropriateness of case history questions selected 2. Quality of discussion
3. Identify appropriate screening, assessment, and adapted assessment tools/procedures to	1. Case studies/PBL 2. Quizzes 3. Public Service Announcement	1. Successful completion 2. 80% on quizzes 3. Quality of PSA

screen/assess a child with /or suspected ASD		
4. Interpret the results of an evaluation given to a child with / or suspected ASD, develop appropriate goals/objectives, and recommend appropriate referrals as needed.	1. Case studies/PBL 2. Exam	1. Successful completion 2. 80% on exam
5. Demonstrate the ability to develop and implement an appropriate intervention plan that addresses the needs of a child diagnosed with ASD.	1. Case studies/PBL 2. Exam 3. Public Service Announcement	1. Successful completion 2. Exam 3. Quality of PSA
6. Reflect on how Christian principles can inform practice related to an individual with ASD.	1. Class discussion 2. Public Service Announcement	1. Quality of discussion 2. Quality of PSA
7. Demonstrate the ability to select the appropriate materials to target an objective developed to improve the communication of a child with ASD	1. Quizzes 2. Case studies/PBL	1. 80% on quizzes 2. Successful completion
8. Demonstrate the ability to measure the client's performance on an established objective, provide modifications to the objectives as needed, document/report progress on the social objective, and make referrals as necessary for a child with ASD	1. Class Discussion 2. Quizzes	1. Quality of discussion 2. 80% on quizzes
9. Develop and/or select a communication system, or a portion thereof (e.g., communication board, speech generating device, etc.) as determined appropriate for a child with ASD.	1. Case studies/PBL 2. Quizzes 3. Public Service Announcement	1. Successful completion 2. 80% on quizzes 3. Quality of PSA
10. Identify examples of challenging behavior displayed by an individual with ASD and develop	1. Case studies/PBL 2. Blog reflection 3. Exam	1. Adequacy of written response to case studies 2. Quality of reflection 3. 80% on exam

plausible hypotheses about the functions the behavior.		
11. Demonstrate the ability to physically arrange a structured learning environment, develop a daily schedule, work system, and develop at least 2 visually structured activities to address a specific challenging situation for an individual with ASD (using assigned case study).	1. Case studies/PBL 2. Public Service Announcement	1. Successful completion 2. Quality of PSA

Course Requirements

Class Participation

Students are expected to keep current with assigned reading materials, turn in assignments as directed, and participate in all discussion board topics and activities. This course will relate lectures, discussions, and group activities using case studies provided by the instructor.

Attendance and Work Products

- **Attendance.** Students are expected to turn in assignments, and complete quizzes/exams on the scheduled dates. Students should be prepared to participate in discussions and activities based on relevant background knowledge, readings, and experiences. Make-up exams will only be given in cases of approved absences with the proper documentation.
- **Problem Based Learning (PBL).** Activities will be administered throughout the semester via CANVAS. (20 points each)
- **Exams.** There will be 1 exam at the end of the semester (100 points each)
- **Quizzes.** There will be unannounced quizzes throughout the semester (10 points each)
- **Public Service Announcement (PSA) for ASD.** Students will be assigned a team and will develop a PSA on an issue related to ASD. Students will select the format of the PSA, the audience that the PSA is designed to target, and the type of information included. Students will post their PSA on CANVAS for discussion and reflection. (50 points)
- **Social Media Blog Reflection.** Students are required to join at least one social media blog. The blog should be authored by either a family member of an individual with with ASD (parent or sibling); or it can be authored by an individual with ASD. Students will be required to describe, follow, and reflect on specific questions related to the blog for this course. The purpose of this assignment is to increase the students' awareness and understanding of the specific challenges and success experienced by individuals with ASD and their families. (50 points)

Grading: Total points will be calculated, and grades will be assigned using the following grading scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D
Below 60 = F

Total points will be calculated by summing the following:

Case studies/PBL	100 points
Final Exam	100 points
Quizzes	50 points
Blog Reflection	50 points
PSA	50 points
Total	350 points

Late work, without an instructor approved excuse, will result in a grade reduction of one letter grade.

Policies and Procedure

Essential Skills and Functions for Students in CSD

Graduates are expected to have acquired the knowledge and skills delineated by the American Speech-Language-Hearing Association (ASHA) that are necessary for the Certificate of Clinical Competence (CCC). These have been outlined in the department ESF policy which you have signed (review policy for details). Any deficits in ESF will be addressed per that policy.

Attendance

Regular attendance and promptness are expected. Please see section on class participation for information regarding how this impacts your grade. It is the student's responsibility to obtain notes and assignments missed due to absence.

Make-up exams (or opportunities to submit missed assignments) will be given only in the event of serious illness (documented), death or serious illness in the family, or officially sanctioned school functions away from campus.

Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. If students do not initiate a withdrawal form, one of the following actions may be taken:

- The professor may initiate a withdrawal for a student who has missed more than 25% of sessions (2 sessions). A "W" or "WF" grade will be assigned at the discretion of the professor; or
- The professor may choose not to initiate a withdrawal form and simply assign a grade of "F" at the end of the semester. Faculty who initiate *Withdrawal from Class* forms must designate whether the student is to receive a "W" or "WF" and provide the last date the student attended the course. After the 12th week of the semester, students may not withdraw from courses; however, a professor may withdraw a student for non-attendance but only with a grade of "WF."

Communication

Please check email and Canvas regularly for class related information.

Technology Use: Laptops are allowed in class; however, students should use the technology in a responsible manner to assist with learning in the classroom.

Disability Statement

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services, and you must complete a specific request for each class in which you need accommodations.

ADA Compliance:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please [email alpha@acu.edu](mailto:alpha@acu.edu) call our office directly at 325-674-2667.]

[Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

Harassment policy: Consider adding the following text from the harassment policy of ACU: "As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating,

hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following [this link](#).

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available here: <http://www.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy.html> . In accordance with the Abilene Christian University Student Integrity Policy, the Department of Communication Sciences and Disorders addresses violations of integrity through a documented meeting held with the student, faculty member(s), and the department chair for the purpose of discussing the offense and the consequences.

First Departmental Offense: Disciplinary action may include lowering the grade on an assignment up to and including an F in the course for a first offense.

Second Department Offense: A second violation will result in an F in the course and a recommendation of immediate suspension from the university.

Grade Questions/Disputes

If you have a question regarding grades you may make an appointment to meet with the instructor to explain your concerns.

Course Topics and Readings

- Week 1** Overview of the Course
Introduction to ASD
- REQUIRED READING**
Chapter 1 & 2
Prelock, P.A. & McCauley, R.J. (2012). *Treatment of Autism Spectrum Disorders: Evidence-Based Intervention Strategies for Communication & Social Interactions*. Baltimore, MD: Paul H. Brooks Publishing. (**required text**)
- Week 2** Early Identification & Assessment (An Interdisciplinary, Family Centered, & Community-Based Assessment Model for Children with ASD)
- REQUIRED READING**
Chapter 9
Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)
- *Reading available on CANVAS***
Yates, K. and Le Couter, A. (2016). *Diagnosing autism/autism spectrum disorders*.
- Week 3** Assessment and Intervention of Communication in Children with ASD
- REQUIRED READING**
Chapter 3
Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)
- Week 4** Intervention of Communication in Children with ASD Continued
- REQUIRED READING**
Chapter 11
Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)
- Week 5** Assessment and Intervention of Play in Children with ASD
- REQUIRED READING**
Chapter 13
Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)
- Week 6** **Parent Panel Discussion**
Blog Reflection Due
- Week 7** Discrete Trial and Pivotal Response

REQUIRED READING

Chapter 4

Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)

Week 8 Organizing and Structuring Visual Support Systems

REQUIRED READING

Chapter 14

Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)

Week 9 Understanding Stress, Behavior, and Social-Emotional Needs

REQUIRED READING

Chapter 6

Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)

Week 10 **SPRING BREAK**

Week 11 Sensory Considerations for Children with ASD

REQUIRED READING

Chapter 12

Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)

Week 12 Understanding/Assessing Social-Emotional Development of Children with ASD

REQUIRED READING

Chapter 5

Prelock, P.A., & McCauley, R.J (2012) (***Required Text***)

Week 13 Interventions to Support the Social-Emotional Needs of Children with ASD

REQUIRED READING

Reading available on CANVAS

Public Service Announcement Due

Week 14 **Goal Writing/Assessment Reports**

REQUIRED READING

Reading available on CANVAS

Week 15 **Neurodiversity Therapy Approaches**

REQUIRED READING

Reading available on CANVAS

Week 16 Final Exam

DATES MAY BE FLEXIBLE ACCORDING TO THE INTEREST AND NEEDS OF THE CLASS

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 31, 2022
TO: Dr. Terry Baggs
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for CSD 623 – Autism Spectrum Disorder

After reviewing the syllabus and application, the library can adequately support the proposed course. If additional resources are needed for the course please contact Shan Martinez (slm05g@acu.edu), Librarian Liaison. Thank you for letting us examine the proposal.

March 28, 2022

Re: Review of CSC 623

Dear Dr. Baggs,

Thank you for submitting the application for course *CSD 623: Theory and Therapeutic Methodology for the Autism Spectrum* for review. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements in an exemplary way.

Please note that this letter is not meant to be a final approval in the course application process. Members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink that reads "Amy Boone". The signature is written in a cursive, flowing style.

Amy Boone