

The Graduate School



5775 Stodder Hall, Room 42
Orono, Maine 04469-5775
Tel: 207.581.3291
Fax: 207.581.3232
umaine.edu/graduate

November 30, 2015

To: Curriculum Committee:
Scott Delcourt
Ali Abedi
Pat Burnes
Deborah Rooks-Ellis
Grant Miles
Xuan Chen
Deborah Rollins
Matthew Biddle

Fr: Jessica Ouellette, Administrative Support Supervisor

Re: **Curriculum Committee, December 1st, 2015 Stodder Hall, Room #48**

The following courses will be presented on **Tuesday, December 1st at 1:00 p.m.** in the Graduate School's Conference Room, 48 Stodder Hall.

1. 1:15-1:25 FSN 506
Dr. Mona Therrien
2. 1:30-1:40 ERS 560
Dr. Joseph Kelley
3. 1:45- 2:00 SFA 551
Dr. Jianjun Hao
4. 2:00-2:10 SMT 507
Dr. Susan McKay
5. 2:10-2:20 SED 585
Dr. Deborah Rooks-Ellis



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT Food Science and Human Nutrition

COURSE DESIGNATOR FSN COURSE NUMBER 506 EFFECTIVE SEMESTER Summer 2016

COURSE TITLE Nutritional Assessment

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☐ New Course
- ☒ New Course with Electronic Learning¹
- ☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change ☐ Prerequisite Change ☐ Other (specify) _____
- ☐ Number Change ☐ Credit Change
- ☐ Title Change ☐ Cross Listing (must be at least 400-level)²
- ☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s)		
M. Susan Erich/SFA	10-22-15	msE
College(s) Curriculum Committee Chair(s) [If applicable]		
College Dean(s)		
EN Ashworth	11/6/15	ENA
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.

2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

FSN 506- Nutritional Assessment.

Covers methods of evaluating the nutritional status of individuals or groups of people by dietary assessment and nutrition-related health indicators.

Prerequisites: FSN 410 and 412 or equivalent

Credits: 3

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

Krause's Food and the Nutrition Care Process 13th ed.

Course Instructor (include name, position, teaching load):

Mona Therrien, Lecturer,

Reason for new course:

This course was sunset in 2013 because there was no available faculty to teach this course. This is a valuable course for our graduate program. Offering this course as an online option will allow our dietetic interns, who may be in the field doing their internship, to complete this course.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ☒ No. The department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

There are no other departments or programs affected.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course will be offered summer even years and will result in overload salary payments through CED.

Course Description and Syllabus

FSN 506 Nutritional Assessment

Methods of evaluating the nutritional status of individuals or groups of people by dietary assessment and nutrition-related health indicators.

Credits: 3

Term/semester: Summer 2016, June 6 – August 19th.

Number of credit hours: 3

Prerequisites: FSN 410 & 412 or equivalent

Faculty Information

Instructor: Dr. Mona Therrien

Phone: 581-3130

Email: mona.therrien@maine.edu

Office: 111 Hitchner Hall

Office hours: Tuesdays 8-10 am

or by appointment

Instructional Materials: Lectures for this class have been recorded and placed on Blackboard.

On campus requirement: Students will be required to attend 1 on-campus class (week 6 7/13/15) in order to complete an in-person assignment.

Software requirements: Internet Explorer version 10.0 or higher or Mozilla Firefox; Adobe Acrobat; Microsoft Word software. High speed internet access (DSL or cable) required.

Reaching the course homepage on Blackboard: In your internet browser, type in the address <http://www.courses.maine.edu>. Your username and password will be the same as your @maine.edu email or PeopleSoft information. After you type in your username and password, click Login and go to “FSN 506 Nutritional Assessment Summer 2016”. For technical assistance with logging in, please call The Distance Education Help Line @ 1-877-947-4357.

Textbook: Krause’s Food and the Nutrition Care Process 13th ed.

Student Learning Outcomes

Students will be able to:

- Integrate standardized nutrition language into nutrition assessment
- Perform a nutrition-focused physical exam
- Assess anthropometrics, body composition, heart and lung sounds
- Perform extra-intra-oral exam, cranial nerve exam, and dysphagia screen
- Integrate dietary intake assessment tools into clinical practice
- Interpret biochemical markers pertinent to nutrition assessment
- Complete and interpret a patient/client/population environmental assessment

Week of	Topic	Reading
Week 1 6/6-6/10	Standardized language and the Nutrition Care process	Web documents
Week 2 6/13-17	Assessing energy status Energy requirements and expenditure	Chapter 2
Week 3 6/20-24	Assessing macronutrients status Carbohydrates, fats, & protein Case study 1 due 6/24	Chapter 3
Week 4 6/27-7/1	Assessing micronutrients status Fat & water soluble vitamins, minerals, & trace elements	Chapter 3
Week 5 7/5-7/8	Analysis of the diet Dietary intake assessment methods Case study 2 due 7/8	Chapter 4
Week 6 7/11-15	Physical assessment Head, neck and oral cavity/NFPA/dysphagia screen Anthropometrics/body composition NFPA assignment due 7/15	Chapter 6 Handouts
Week 7 7/18-7/22	Vital signs/ Heart and lung/abdominal assessment Functional assessment Case study 3 due 7/22	Chapter 6 Handouts
Week 8 8/1-8/5	Water/electrolyte/acid-base	Chapter 6 Handouts
Week 9 8/8-8/12	Biochemical assessment Case study 4 due 8/12	Chapter 8

Week 10	Behavior and environmental assessment	Chapter 10
8/15-8/19	Final exam opens 8 am 8/17 closes 8 am 8/18.	

Course Requirements

4 case study projects @ 75 points	300 points
Final Exam	100 points
<u>In-person NFPA assignment</u>	<u>100 points</u>
Total	500 points

Grading

<u>Total points</u>	<u>Grade</u>
465-500	A
450-464	A-
435-449	B+
415-434	B
400-414	B-
385-389	C+
365-384	C
350-364	C-
335-349	D+
315-334	D
300-314	D-
< 300	F

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For *confidential resources off campus*: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>



**NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES**

GRADUATE PROGRAM/UNIT

School of Earth and Climate Sciences

COURSE DESIGNATOR

ERS

COURSE NUMBER

560

EFFECTIVE SEMESTER

Spring 2016

COURSE TITLE

Marine Geology

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☐ New Course
☐ New Course with Electronic Learning¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change ☒ Prerequisite Change ☐ Other (specify) _____
☐ Number Change ☐ Credit Change
☐ Title Change ☐ Cross Listing (must be at least 400-level)²
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)

Date

Signature Initials

Leader, Initiating Department/Unit(s)

Scott E. Johnson

11-5-15

College(s) Curriculum Committee Chair(s) (if applicable)

College Dean(s)

EN Ashworth

11-6-15

EMA

Graduate School

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (Include designator, number, title, prerequisites, credit hours):

ERS 560 - Marine Geology

Topics include theories of the origin of the earth as a planet and the development of continents and ocean basins, morphology and structure of the sea floor, interpretation of geological and geophysical evidence relevant to the origin and evolution of major tectonic features of oceans. Students may not receive credit for both ERS 460 and ERS 560.

Prerequisites: Prerequisite: ERS 100, 101, 102, or 103

Proposed catalog description (Include designator, number, title, prerequisites, credit hours):

ERS 560 - Marine Geology

Topics include theories of the origin of the earth as a planet and the development of continents and ocean basins, morphology and structure of the sea floor, interpretation of geological and geophysical evidence relevant to the origin and evolution of major tectonic features of oceans. Students may not receive credit for both ERS 460 and ERS 560.

Prerequisites: Prerequisite: ERS 100, 101, 102, 103, or ERS/SMS 108

Reason for course modification:

ERS 108 was omitted from the prerequisites list by error. All introductory courses, including ERS/SMS 108 (Beaches and Coasts) provide adequate background information for students entering the course. Without ERS/SMS 108 listed as a prerequisite course, School of Marine Sciences students who wish to take ERS 560 are currently required to seek professor permission, which is always granted

SECTION 3 FOR COURSE ELIMINATIONS:

Reason for Elimination

Please return the completed form with appropriate signatures and documentation to the Graduate School,
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



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NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT School of Food and Agriculture
COURSE DESIGNATOR SFA COURSE NUMBER 551 EFFECTIVE SEMESTER Spring 2016
COURSE TITLE Infectious diseases and food safety- from plants to humans

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☒ New Course
☐ New Course with Electronic Learning¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change ☐ Prerequisite Change ☐ Other (specify) _____
☐ Number Change ☐ Credit Change
☐ Title Change ☐ Cross Listing (must be at least 400-level)²
☐ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>M. Susan Erich / SFA</u>	<u>10-3-15</u>	<u>MSE</u>
College(s) Curriculum Committee Chair(s) (if applicable)		
College Dean(s) <u>EN Ashworth</u>	<u>11/4/15</u>	<u>ENA</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

SFA 551 Infectious diseases and food safety – from plants to humans

Examines current concepts and trends in infectious disease biology, with a focus on enterobacterial human pathogens, plant pathogens and their impacts on one another. The nature of disease, the causal agents, mechanisms of transmission and epidemic, and strategies for management will be compared among humans and plants.

Prerequisites: Either AVS437, BMB300, BMB420, FSN238, FSN438, PSE457/557, or PSE469. Cr. 3

Components (type of course/used by Student Records for MalneStreet) – *Multiple selections are possible for courses with multiple non-graded components:*

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

none

Course Instructor (include name, position, teaching load):

Jianjun (Jay) Hao, Assistant Professor, 30% teaching, also offers PSE 457/557 Plant Pathology and Advanced Plant Pathology

Reason for new course:

We wish to offer more courses, such as this one, that will be of broad interest to graduate students across the School of Food and Agriculture, including those in the areas of plant science, agriculture, food science, human nutrition, and animal science. SFA 551 might also be taken by graduate students in SBE and BMS. This topic is timely and important. The class will be synthetic in subject matter and appealing to graduate students in many disciplines.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ☒ No. The department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

There are few courses with similar subject matter. We do not anticipate any concerns. This course is potentially beneficial to graduate students in other units and we expect to advertise it to them.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

It will be offered in alternate spring semesters (even years). There will be no overload payments. This is part of Dr. Hao's regular load.

SFA 551 Infectious diseases and food safety – from plants to humans

Course Description: Examines current concepts and trends in infectious disease biology, with a focus on enterobacterial human pathogens, plant pathogens and their impacts on one another. The nature of disease, the causal agents, mechanisms of transmission and epidemic, and strategies for management will be compared among humans and plants.

Prerequisites: Either AVS437, BMB300, BMB420, FSN238, FSN438, PSE457/557, or PSE469.

Course Typically Offered: springs in even years.

Credits: 3

Tuesday and Thursday, 9:00 am to 10:15 am

Faculty Information:

Jianjun (Jay) Hao. 174 Hitchner Hall; Phone: 581-2564; E-mail: jianjun.hao1@maine.edu
Office hours: per appointment, jianjun.hao1@maine.edu on Google Hangout

Policy:

Some reading materials are distributed at the beginning of the course on the PSE 457 First Class website. Viewing of these prior to lectures is recommended.

Platforms for teaching materials:

- Blackboard
- Google (drive, hangout, etc.). There will be a class space on a shared Google drive that will be used for distributing class materials.

Students are required to access computer and the Internet.

Attendance:

Attendance at lecture is highly encouraged. You are responsible for all announcements made in class.

- You have two-time tickets for missing classes: you can use this for any reasons. From the third time, you will get 5-point deduction for each missing class, until the maximum of 100 points.
- In each class, you will get a card that serves multiple purposes. It indicates your attendance, and is a place for answers during the lecture. Missing responses per class gets one-point deduction. If you miss a class, you will miss this point too. If you did not turn in the card, you will be considered as “missing” the class.
- Participation in class discussion will be judged by the instructor and may get additional points.

Participation and presentation:

Depending on the size of class, students are required to present at least once in the class, and lead a literature discussion once. The subject will be assigned by the instructor.

Term Paper:

Select a subject that is related to the class. Provide a good bibliography. 2,500 words is the minimal limit. Expect to do a 25-minute oral conference the last week of class with a formal paper due by Wednesday of finals week.

Grading points:

	Point subtotal	Percentage (%)
Reading group prep & participation	100	25
Exams (The two exams are not cumulative)	200	50
Term paper	100	25
Total	400	100

Grade based on percentage

Grade	+	0	-
A	≥98	92-97	88-91
B	85-87	82-84	79-81
C	75-78	72-74	69-71
D	65-68	62-66	59-61
F	<59		

Lecture schedule:

#	Date	
1	1/19	Syllabus, course description and goals, overview of infectious diseases/agents
2	1/21	Introduction: Feeding the globe; Challenges and strategies
3	1/26	Microbiology: concepts and development of disease. classification, structure
4	1/28	Infectious diseases – on Plant
5	2/2	Impact of plant pathogens
6	2/4	Infectious diseases – on Human and animals – focusing on enterobacteria
7	2/9	Infectious/non-infectious diseases: hosts and pathogens; Emerging infectious diseases (EIDs) caused by fungi
8	2/11	Microbiomes and infectious disease
9	2/16	Public concern Impact: biology, ecology, sociology, economy, politics Mycotoxins, cold war and plant diseases, late blight case Food safety - Human pathogens and outbreaks
10	2/18	Human pathogens in fresh produce and agricultural systems
12	2/23	Contamination and life cycle
13	2/25	Human pathogens on plants: designing a multidisciplinary strategy for research
14	3/1	Exam (1)
<i>Spring recess</i>		
15	3/22	Endophytic bacterial communities of field-grown potato plants and their plant-growth-promoting and antagonistic abilities
16	3/24	Disease epidemiology concept, models
17	3/29	Establishing cause and effect –some theoretical and practical considerations
18	3/31	What makes pathogens pathogenic? The bacterial perspective on virulence, ecology, and evolution
19	4/5	Internalization of enterobacteria in plants: recognition; evidence of antibodies from tobacco mosaic virus
20	4/7	Antibiotics: Nature and origins of antibiotics and antibiotic resistance
21	4/12	Host microbiomes – connections to health and disease
22	4/14	Mechanisms underlying host defense – innate and adaptive immunity in plants, animals, and humans
23	4/19	The nature of host and pathogen populations and metapopulations
24	4/21	Pathogen evolution, disease emergence, and transmission networks
25	4/26	Sources of pathogenic microorganisms and their fate during land application of wastes
26	4/28	Connections between diseases of plants, animals, and humans
27	5/3	Environmental concerns in managing the diseases Managing human pathogens: conventional methods Managing plant pathogens: conventional methods What's going on with chemicals? Fungicide resistance; chain of environmental pollution; degradation of chemicals
28	5/5	Future of infectious disease biology Plant food safety issues: linking production agriculture with One Health Future strategies: breeding, biocontrol, organic, integrated, SOP
29	5/13	Exam (2)

The two exams are not cumulative.

Sexual Discrimination Reporting:

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of **sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination** involving members of the campus, **your teacher is required to report** this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: **Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.**

For confidential resources off campus: **Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.**

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: **Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911.** Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

Academic Honesty Statement:

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement:

If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.



NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
FOR GRADUATE COURSES

GRADUATE PROGRAM/UNIT Master of Science in Teaching (MST)
COURSE DESIGNATOR SMT COURSE NUMBER 507 EFFECTIVE SEMESTER Spring 2016
COURSE TITLE Research-related Curriculum Development in Science and Mathematics

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☐ New Course
☐ New Course with Electronic Learning¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- ☐ Designator Change ☐ Prerequisite Change ☐ Other (specify) _____
☐ Number Change ☐ Credit Change
☒ Title Change ☐ Cross Listing (must be at least 400-level)²
☒ Description Change ☐ Addition of Electronic Learning Component¹

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <u>Susan R. McKay</u>	<u>9/15/15</u>	<u>SRM</u>
College(s) Curriculum Committee Chair(s) (if applicable) <u>Andrei Stephelin</u>	<u>10/23/15</u>	<u>Ad</u>
College Dean(s) <u>EN Ashworth</u>	<u>11/6/15</u>	<u>ENA</u>
Graduate School		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Graduate School.

SECTION 2 (FOR COURSE MODIFICATIONS):

Current catalog description (Include designator, number, title, prerequisites, credit hours):

SMT 507 – Research-related Curriculum Development in Science and Mathematics

Seminar for pre-service or In-service teachers who are currently participating in a research internship or who wish to use discipline-based education research to guide curricular innovation in their classrooms. Investigation and development of related research-based secondary science and mathematics curriculum and pedagogy.

Prerequisites, Corequisites & Notes

Permission. To be taken in conjunction with SMT 598, Sec.0001 (Jackson Laboratory Student Internship & Teaching Sabbatical)

Credits: 3

Proposed catalog description (Include designator, number, title, prerequisites, credit hours):

SMT 507- Integrated Approaches in Biology Education

Applications of biology education research to the teaching of biology concepts and problem solving. Students will explore common student conceptual difficulties in biology, methods of assessment, and research-based instructional strategies.

Prerequisites, Corequisites & Notes

Permission.

Reason for course modification:

This course was taken in conjunction with SMT 598, Sec. 001 (Jackson Laboratory Student Internship & Teaching Sabbatical). The Jackson Laboratory Student Internship & Teaching Sabbatical program has now ended and this new course will be taught on the UMaine campus. The MST program currently offers courses in teaching physics, earth science, and mathematics. Having a course that focuses on biology education research will allow broader science training for future teachers. Dr Michelle Smith, assistant professor in the School of Biology and Ecology, will teach this course. Dr. Smith advises between 1-3 MST students every year and her research area is in biology education.

Course outline

Section 1: What learning objectives are important for biology students?

Explore national standards: Next Generation Science Standards, Vision and Change etc.

Write learning goals

Research, reflect, and write about common student conceptual difficulties

Section 2: Assessment

Explore national assessment questions

Write assessment questions and collect data

Acquire expert feedback on assessment questions, what did you learn from experts?

What are other effective ways to assess students?

Section 3: Classroom activities

How can you engage students in the biology classroom?

What would a one-week unit look like for a course you would like to teach?

What does it mean to teach in an inquiry-based manner?

Please return the completed form with appropriate signatures and documentation to the Graduate School,
5775 Stodder Hall, Room 42
Orono, Maine 04469-5775

Course Proposal Guidelines available at <http://umaine.edu/graduate/system/files/files/CourseGuidelines.pdf>



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GRADUATE SCHOOL

NEW COURSE PROPOSAL/MODIFICATION/ELIMINATION FORM
for Graduate Courses

GRADUATE PROGRAM/UNIT	Special Education		
COURSE DESIGNATOR	SED	COURSE NUMBER	585
		EFF. SEMESTER	Spr16
COURSE TITLE	Communication for Students with Autism Spectrum Disorders		

REQUESTED ACTION:

NOTE: A complete syllabus is required for all new courses and for the addition of an electronic learning component ¹ to an existing course.

NEW COURSE (check all that apply and complete Section 1):

- ☒ New Course
☐ New Course with Electronic Learning Component ¹
☐ Experimental

MODIFICATION (Check all that apply and complete Section 2):

- | | |
|--|--|
| <input type="checkbox"/> Designator Change | <input type="checkbox"/> Credit Change |
| <input type="checkbox"/> Number Change | <input type="checkbox"/> Cross Listing (must be at least 400-level) ² |
| <input type="checkbox"/> Title Change | <input type="checkbox"/> Addition of Electronic Learning Component ¹ |
| <input type="checkbox"/> Description Change | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Prerequisite Change | |

ELIMINATION:

- ☐ Course Elimination

ENDORSEMENTS (Print name)	Date	Sign Initials
Leader, Initiating Department/Unit(s) <i>James Antun</i>	10-15-15	<i>JA</i>
College(s) Curriculum Committee Chair(s) [if applicable] <i>Deborah L. Rooks-Ellis</i>	10-30-15	<i>Deborah L. Rooks-Ellis</i>
College Dean(s) <i>Susan Gardner</i>	10/30/15	<i>Susan Gardner</i>
Dean and Associate Provost for Graduate Studies		

1. If a course involves significant electronic access for the primary delivery of its content (more than 50%), the course proposal should specify faculty training/experience in use of technology and how the electronic delivery will be managed. Please consult with the Office of Distance Education for more information.
2. Courses cross-listed below 400-level require the permission of the Dean and Associate Provost for Graduate Education.

SECTION 1 (FOR NEW COURSE PROPOSALS):

Proposed Catalog Description (include designator, number, title, prerequisites, credit hours):

SED 585 Communication for Students with Autism Spectrum Disorder ⁵

This course examines communication, including an overview of typical communication and language development, the difference in autism speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of communication abilities to identify supports that match the individual's learning style. Students learn strategies to collaborate with teachers, family members and related professionals to increase communication. Using a combination of observation, practice sessions, lecture and project-based learning, students apply their knowledge of communication and supports across the autism spectrum. 3 credits.

Components (type of course/used by Student Records for MaineStreet) – Multiple selections are possible for courses with multiple non-graded components:

- | | | | | |
|--|---|--|--|---------------------------------|
| <input type="checkbox"/> Applied Music | <input type="checkbox"/> Clinical | <input type="checkbox"/> Field Experience/Internship | <input type="checkbox"/> Research | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Laboratory | <input checked="" type="checkbox"/> Lecture/Seminar | <input type="checkbox"/> Recitation | <input type="checkbox"/> Independent Study | <input type="checkbox"/> Thesis |

Text(s) planned for use:

- Hall, L. (2013). Autism spectrum disorders: From theory to practice. Pearson. ISBN: 9780132658096
- Prelock, P., & McCauley, R. (2012). Treatment of autism spectrum disorders. Brookes. ISBN: 9781598570533

Course Instructor (include name, position, teaching load):

Suzanne Bishop, Communication Sciences Disorder adjunct faculty
Deborah L. Rooks-Ellis, Ph.D., Special Education faculty, 2/2

Reason for new course:

This course is required as part of the 3-course sequence for the Graduate Certificate in Autism Spectrum Disorder and an elective for students enrolled in the special education masters program with a low incidence disabilities concentration. We have taught the course twice now and feel confident enough in the content to move forward with a new course proposal.

Does the course addition require additional department or institutional facilities, support and/or resources, e.g. new lab facilities, computer support and services, staffing (including graduate teaching assistants), or library subscriptions and resources?

- ☒ No. The department will not request additional resources for this course.
- ☐ Yes. Please list additional resources required and note how they will be funded or supported.

What other departments/programs are affected (e.g. course overlap, prerequisites)? Have affected departments/programs been consulted? Any concerns expressed? Please explain.

Special Education and CSD developed this course and CSD cross-lists the course when offered.

How often will this course be offered? Will offering this course result in overload salary payments, either through the college or CED, either to the instructor of this course or to anyone else as a result of rearranging teaching assignments?

This course is offered each spring as a required course of the Graduate Certificate in ASD rotation. The course is part of the regular faculty load or is taught by CSD adjunct, S. Bishop.



Mission Statement: Drawing on a rich tradition of excellence, the College of Education and Human Development at Maine's flagship university is committed to leading innovation in Maine's Pre-K-12 schools, higher education institutions, and agencies that support academic, cognitive, physical, social and emotional development. We promote effective teaching and learning, identify critical issues, conduct research, and disseminate findings. Collaborating with external partners and experts across the University of Maine, we prepare our graduates to engage in ethical conduct, reflective practice, meaningful inquiry, and data-driven decision making in order to meet the increasingly diverse needs of our state and the world in which we live.

SED 585/CSD 586 – Communication for Students with Autism Spectrum Disorders

Course web addresses:

Sites: <https://sites.google.com/a/maine.edu/communicationasd/>
 Adobe Connect Pro: <http://meet.maine.edu/communication/>

Faculty Information

Suzanne Bishop, MA CCC-SLP

Lecturer/Staff Speech Language Pathologist

Mailing Address: 661 Lamoine Beach Rd, Lamoine, ME 04605

Phone: 207-244-7161 (work)

Deborah L. Rooks-Ellis, Ph.D.

Assistant Research Professor of Special Education

Office: 303 Shibles Hall

Mailing address: 5766 Shibles Hall, University of Maine, Orono, ME 04469-5766

Phone: 581-3252 (office)

Skype: rooksellis

Fax: 581-2423 (Dean's Office – you will need a cover sheet with instructor's name.)

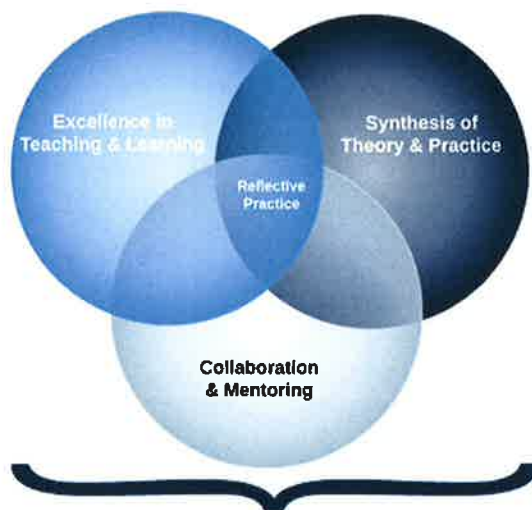
E-mail: deborah.l.rooks@maine.edu

You are encouraged to contact the instructor with your questions or concerns by e-mail, telephone, Skype, or regular mail.

Office hours: Students may request to meet with the instructor by appointment, in person or by telephone or Skype.

Assignments: All assignments should be submitted to the instructor-designated assignment. See Assignments section in the syllabus.

Conceptual Framework



OUTCOME:

Educational practices that are **equitable, meaningful, and relevant**

Conceptual Framework:

Reflective Practice serves as the centerpiece of the conceptual framework and one of the COEHD's Core Principles for teacher preparation at University of Maine. The reflective teacher is one who seriously acknowledges the complexity of the classroom learning environment and seeks to understand how certain interrelated variables in their particular classroom setting affects student learning. The reflective teacher does this by analyzing and evaluating the effect specific curriculum, instruction, and assessment practices will have on their students. Through such analysis the teacher will be able to create a learning environment that is most appropriate for their group of students.

Reflective practice, as one of the core principles, serves as an overarching theme for the COEHD's teacher education preparation program. The other core principles, "Dedication to Teaching and Learning," "Synthesis of Theory and Practice," and "Collaboration and Mentoring," are developed in the COEHD's required professional courses through curriculum, instruction, and assessment practices that promote the knowledge, skills, and dispositions relevant to a reflective practitioner.

Diversity:

Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other

identity groups include, but are limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation's citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Course Description

This course examines communication, including an overview of typical communication and language development, the difference in autism speech and language development, assessments of communication, augmentative communication supports, visual supports, and the interrelationships between communication and socialization. Students develop the awareness and the necessary skills to conduct informal observations of communication abilities to identify supports that match the individual's learning style. Students learn strategies to collaborate with teachers, family members and related professionals to increase communication. Using a combination of observation, practice sessions, lecture and project-based learning, students apply their knowledge of communication and supports across the autism spectrum. 3 credits.

Course Meeting Dates

Mondays, 5:30-8:30pm, Adobe Connect

This course uses Google SITES for weekly content, additional readings, and course related announcements. Course participants are expected to access the course SITES as listed on the course calendar in this syllabus.

Sites: <https://sites.google.com/a/maine.edu/communicationasd/>

This course also uses the Adobe Connect Classroom for the first week of class – this is a required session.

Adobe Connect Classroom: <http://meet.maine.edu/communication/>

Instructional Materials and Methods

Required Texts

- Hall, L. (2013). *Autism spectrum disorders: From theory to practice*. Pearson. ISBN: 9780132658096
- Prelock, P., & McCauley, R. (2012). *Treatment of autism spectrum disorders*. Brookes. ISBN: 9781598570533
- ***Supplemental readings will be posted to SITES.***

Audio/Visual Technology Requirements

Access to a computer with high speed internet

Adobe Flash system (download from here: <http://get.adobe.com/flashplayer/>)

Webcam (often built in on laptops or inexpensively purchased)

APA Style Websites: <http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.apastyle.org/fifthchanges.html>

Ability to access powerpoint presentations

Ability to craft word documents

If you need assistance with technology, please contact the UMaine IT Help Desk: 581-2506

email: help.center@umit.maine.edu

Teaching Methods

Group discussion, small group activities, group projects, case studies, panel discussions, and videotapes, as well as lecture may be employed in this online class. Assignments will be designed to provide direct experiences with course content and to extend learning about concepts and issues addressed in this course.

Course Instructional Objectives

Candidate Proficiencies, Key Assessment Tasks, and Tk-20

Tk-20 Online Data Management System

Electronic Submission:

There is no required TK20 Assessment Task for this course.

All students enrolled in degree programs that receive accreditation from CAEP are required to have a Tk-20 account and upload key assessments. **Failure to upload key assessments into Tk-20 will result in an incomplete for the course.**

Additional information will be provided in classes that have assessments as well on the Tk-20 link on the College of Education and Human Development Website. <http://umaine.edu/edhd/>

This course will focus on five UMaine Candidate Proficiencies (including Maine Standards for Initial Teacher Certification, cross-referenced with the In-TASC Proficiencies), as indicated below:

- **Proficiency 3 (Maine teacher standard 1):** Candidates create learning experiences that make subject matter meaningful to students. **InTASC Proficiency 4(b)** - Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Proficiency 6 (Maine teacher standard 5):** Candidates understand and use a variety of instructional strategies. **InTASC Proficiency 8** - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways
- **Proficiency 7 (Maine teacher standard 5):** Candidates understand and use appropriate technology. **InTASC - none**
- **Proficiency 8 (Maine teacher standard 3):** Candidates demonstrate knowledge of the diverse ways students learn and develop by providing learning opportunities that

support the intellectual, physical, emotional and social development. **InTASC Proficiency 1 - Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

- **Proficiency 17:** Candidates demonstrate the impact of their teaching on student learning. **InTASC - none**

ASHA Standards

1. Students will demonstrate an understanding of normal language development including biological, neurological, psychological, developmental, acoustic, and cultural influences and identify differences in patterns of development individuals with Autism Spectrum Disorders. ASHA Standard IV-B
2. Students will demonstrate knowledge of the nature communication disorders common in individuals with Autism Spectrum Disorders including articulation, voice, fluency, receptive and expressive language, cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning), social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities) and communication modalities (including oral, manual, augmentative and alternative techniques and assistive technologies.) ASHA Standard IV-C
3. Students will demonstrate knowledge of appropriate assessment techniques in individuals with Autism Spectrum Disorders. ASHA Standard IV-D
4. Students will demonstrate knowledge of evidence-based practices in intervention with individuals with Autism Spectrum Disorders. ASHA Standard IV-D

Student Learning Outcomes

As a result of active participation and successful completion of course requirements, students will:

- Identify the sequence of development for the phonological, semantic, syntactic-morphological and pragmatic systems
- Describe neuro-typical language development and its relationship to social development including verbal, non-verbal, and social communication skills
- Describe differences in language development in individuals with autism spectrum disorders and demonstrate knowledge of the core communication challenges and how these challenges impact academics
- Identify, analyze, record, and evaluate communication behaviors to develop goals to address the behaviors using best practices
- Demonstrate research-based interventions that positively impact communication skills of individuals with autism spectrum disorders.
- Incorporate effective environmental and behavioral strategies that reflect needs of students and that work to assist the student in becoming a more fully functioning individual in the community

Grading and Course Expectations

Student Role

This is a graduate level course that builds upon the foundation of previous knowledge and experience in the special education field and/or graduate course work. Each student will get from the course what he or she put into the course. Attitudes distinguish and characterize each student. Individuals, who approach the course with a genuine desire to learn and a willingness to work hard to do so, will achieve that end. Each student is expected to demonstrate self-discipline as they budget and use their time effectively. They are expected to take the initiative to be aware of and prepared for upcoming events.

Attendance and Participation

Regular class attendance and active participation in class discussion and activities is expected of all students. Active participation means coming to class prepared to discuss the material and respond to question(s) from the instructor and fellow students. Students should be very familiar with the syllabus and information provided on the First Class course conference folders. Students are responsible for obtaining any information disseminated in a class they miss. Students cannot miss more than three class meetings due to the amount of information covered in each class.

Course Readings

Students will be assigned readings from the required text. Additionally, students will read relevant research articles or supplemental materials.

Assignments

CAREFULLY READ THE DESCRIPTION to ensure each component of an assignment is addressed.

General Guidelines

- Headings and page numbers should be used to organize the assignments.
- Include your name, project title, and date at the top of your assignment. Assignments without this information will be returned and will not be assessed.
- All assignments are required to be submitted electronically as either a pdf or word document.
- All assignments requiring references are to be cited and referenced in American Psychological Association (APA) style.
- Students should retain a personal copy of assignments.

Course Assignments (Summary) Total Points: 150

- Journal article reviews (12pts each/36pts total)
- Book review (24pts)
- Evidence-based practice review (40pts)
- Training module development (40pts)
- Participation (10pts)
- In addition to formal assignments listed below, instructors may assign additional activities through SITES or Adobe to assess student knowledge and understanding.

Journal Article Reviews (12 points each/36 points total) Submit to S Bishop

Each student is required to critically review three journal articles or chapters previously approved by the instructor. Articles/chapters will focus on more than one topic area. To facilitate your critical reflection, the following questions should be addressed in your review:

- In what way does this information expand your knowledge regarding communication for children with ASD and their families, specifically related to receptive/expressive language, cognitive communication, social aspects of communication, and communication modalities?
- Based on your current views of children with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive/expressive language, cognitive communication, social aspects of communication, and communication modalities?
- Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (including families) to support the needs of children with ASD specifically related to receptive/expressive language, cognitive communication, social aspects of communication, and communication modalities?
- The grading rubric used to evaluate the reviews is provided with the syllabus. Each review is worth 12 points for a total of 36 points.

Learning Goals for Article Review assignment:

- Students will demonstrate their knowledge of the etiologies and characteristics of receptive/expressive language, cognitive communication, social aspects of communication and communication modalities in individuals with ASD.
- Students will demonstrate an ability to analyze, synthesize, and evaluate information regarding communication in individuals with ASD.
- Students will demonstrate knowledge of research and integration into evidence-based practice for individuals with ASD.

Book Review (24 points) Submit to D Rooks-Ellis

To increase awareness and understanding of the specific challenges and joy experienced by individuals with autism and their families, each student is to select one book from the attached list. Students will prepare a book review of no more than six pages to include the following:

- Description of the characteristics, including physiological, psychological, developmental, linguistic, and cultural as well as receptive and expressive language, cognitive communication, social aspects of communication, and communication modalities of the individual described in the book.
- Explanation of the services and models of intervention the individual with autism and their family received and how effective these services were perceived.
- Reflection on the most important thing you learned while reading the book that is likely to change your practice for children with ASD and their families, and how you will implement this new insight into your practice.

The grading rubric used to evaluate the book review is provided with the syllabus. The book review is worth a total of 24 points.

Learning Goals for Book Review Assignment:

- Students will demonstrate their knowledge of the nature of receptive and expressive

language (i.e., semantic and pragmatic difficulties); cognitive communication (i.e., attention, memory, sequencing, problem solving, executive function); social aspects of communication (i.e., ineffective social skills, lack of communication opportunities); and communication modalities (i.e., oral, manual, augmentative, alternative, assistive) for individuals with ASD.

- Students will demonstrate an ability to analyze, synthesize, and evaluate information regarding communication in individuals with ASD.

Applied Assignments

Students are encouraged to collaborate with team members on the following assignments.

Using the literature, classroom content, and experience, students will complete the following applied assignments designed to help you apply the actual services you are providing or will provide to children with ASD and their families.

Evidence-based Practice Review (40 points) Submit to S Bishop

Students will select two evidence-based practices discussed in the course to complete a critical review of the strengths and weaknesses of the practice and the generalized value to children with ASD. The review should include the following:

- Description of each of the evidence-based practices, including strengths and weaknesses, with references cited.
- Critical review of the perceived effectiveness of the practice, with references to support the evaluation of effectiveness. Current literature/research is required.
- Specific profile of a child with ASD who might respond best to this practice with an explanation of why.
- Questions you would pose to help families and other team members decide whether or not this practice is appropriate for a child with ASD.
- Comprehensive reference list of all literature cited in APA format.

The grading rubric for the EBP Review assignment is provided with the syllabus. The assignment is worth a total of 40 points.

Learning Goals for EBP Review:

- Students will demonstrate knowledge of individuals with ASD with diverse backgrounds.
- Students will demonstrate an understanding of ways to communicate effectively and collaborate with children with ASD, their families and the professionals who serve them.

Training Module Development (40 points): Submit to D Rooks-Ellis

Students will review the current literature on the importance of joint attention to play, social communication, and perspective taking. Develop a training module for parents (or primary care providers) to facilitate initiation of and response to joint attention with their child with ASD. The training should include the following:

- Description of joint attention highlighting the importance of joint attention to play, social communication, and perspective taking with appropriate literature citations.
- Summary of the current literature on the evidence for joint attention training as a valuable intervention for children with ASD.
- Development and video demonstration of family friendly procedures to facilitate joint

attention in young children with ASD.

- Practice activities to implement joint attention with a child in the home setting and strategies to problem solve challenges.
- Ways to keep data on progress and determine intervention success.

The grading rubric for the Training Module Development assignment is provided with the syllabus. The assignment is worth a total of 40 points.

Learning Goals for Training Module:

- Students will demonstrate knowledge of individuals with ASD with diverse backgrounds.
- Students will demonstrate an understanding of ways to communicate effectively and collaborate with children with ASD, their families and the professionals who serve them.

Instructor's Final Evaluation

Each of these components will be weighted as follows in determining the final grade:

- Journal article reviews (12pts each/36pts total): 24%
- Book review (24pts): 16%
- EBP review (40pts): 27%
- Training module (40pts): 26%
- Participation (10pts): 7%
- Total 100%

Total Points for Completion of All Assignments: 150 points

Criteria for Final Grade

A	=	95 – 100%
A-	=	90 – 94%
B+	=	86 – 89%
B	=	83 – 85%
B-	=	80 – 82%
C+	=	76 – 79%
C	=	73 – 75%
C-	=	70 – 72%
D+	=	66 – 69%
D	=	63 – 65%
D-	=	60 – 62%
F	=	below 60%

Resubmissions to Meet Competency

It is recommended that each student attempt to demonstrate competency in all course areas by achieving a grade of "B" (80%) or better on each assignment, as well as the overall course grade. Students who do not reach this criterion have the option of resubmitting assignments with corrections or additions made according to the instructor's recommendations. The original paper with the instructor's comments must accompany papers rewritten for a second

submission. Resubmission of assignment must be turned in by the subsequent class meeting.

Course Calendar_Due Dates

A course calendar with due dates for assignments is provided with the syllabus. In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Additional Information about Evaluation

Course Evaluation

Student perception and evaluation of the course is valued by the instructor, the department, and the university. Methods for obtaining student perception and evaluation of the course will be requested. These evaluation procedures are both formative and summative.

Individual Conferences

Students are encouraged to meet with the instructor periodically to discuss specific topics or for an informal chat.

Student Rating of Courses

Students are asked to complete the university approved course evaluation at the end of the Semester. These evaluations are not given to the instructor until after final grades have been given to the registrar's office.

UMaine Policies and Special Notes

- ***Accommodation Policy for Students with Disabilities:*** If you have a disability for which you may be requesting an accommodation, please contact Director of Disabilities Services, 121 East Annex, 581-2319, as early as possible in the semester. <http://umaine.edu/handbook/policies-regulations/accommodation-policy-for-students-with-disabilities/>
- ***Academic Dishonesty:*** Academic dishonesty includes cheating, plagiarism and all forms of misrepresentation in academic work, is unacceptable at the University of Maine. As stated in the University of Maine's online "Student Handbook," <http://www.umaine.edu/handbook/> plagiarism (the submission of another's work without appropriate attribution) and cheating are violations of the University of Maine Student Conduct Code. <http://umaine.edu/handbook/policies-regulations/student-conduct-code/> An instructor who has probable cause or reason to believe a student has cheated or plagiarized may act upon such evidence and report the case to an Associate Dean.
- ***Confidentiality Statement:*** All academic records of students are maintained in the highest confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA policy, please click on the following: <http://umaine.edu/handbook/policies-regulations/confidentiality-ferpa/>

- *Instructional Contingency Plan:* In the event of disruption of normal classroom activities due to unexpected circumstances, the format for this along with assignments and grading procedures may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.
- *Sexual Discrimination Reporting:* The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sex discrimination which includes sexual assault, sexual harassment, stalking, or relationship abuse involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at <http://www.umaine.edu/osavp/>

- *Use of Electronic Communications:* All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link <http://www.umaine.edu/it/policies/communication.php>
- College of Education and Human Development faculty are requesting your permission to obtain random samples of your work in all courses for our upcoming national and state accreditation teams' visitations. Both CAEP (Council for the Accreditation of Educator Preparation) and MSBOE (Maine's State Board of Education) have changed their criteria to include a greater emphasis on performance-based assessment of students' learning outcomes. They are requiring actual student work as evidence of personal and professional growth in documenting the development of future classroom teachers. If you do not wish any of your materials retained for this purpose, please speak to your course instructor.

- Many of the assignments and classroom activities of all COEHD courses are designed to provide for opportunities to address the eleven competencies of the state law, Chapter 114: The Maine Common Core Teaching Standards (InTASC Standards & ISTE Standards-T). As you become more aware of these areas and the respective performance indicators of each, you will be asked to collect evidence of your development into a working professional portfolio keyed to these critical competencies of a high quality novice classroom teacher.
- All assignments are to be submitted during the class period (or designated time) on the date due. No late materials will be accepted, except those agreed to "in advance" by both the teacher candidate and instructor when extenuating circumstances exist. (Note: These materials will earn fewer points correlated to the actual time the instructor receives the paper or material.)
- All formal written materials are to be word processed and carefully proofread prior to submission for a grade.
- *Incomplete grades:* A grade of I (Incomplete) is assigned if a student has been doing work of acceptable quality but, for reasons satisfactory to the instructor, has not completed all of the work required to earn credit by the end of the semester or session.

The work must be completed and submitted to the instructor by the date agreed to with the instructor, but not later than one year (i.e., 12 months) from the end of the semester or session in which the incomplete was granted.

An I remains on the transcript permanently if not resolved or if a written request for an extension is not approved within the allotted time period for removing the incomplete. The request for an exception to regulation, listing the circumstances necessitating the extension, the work that remains unfinished and a specific deadline for completion, must be approved by the instructor, the student's advisor (for degree students), Graduate Program Coordinator, and Dean. An extension will be granted only under unusual circumstances. For grades of I, it is the student's responsibility to reach and maintain an understanding with the instructor concerning the timely completion of the work.

- Class participation is expected in each class so all teacher candidates/education minors must limit the number of "unexcused absences" (absences other than those with written documentation for medical issues, religious holidays, bereavement, athletic scheduled games, or other extenuating circumstances.) to only two classes during the semester. Exceeding this number of "unexcused absences" will result in a meeting with your instructor to determine your status in the course. Your instructor reserves the right to adjust downwards the class participation/course grade of a teacher candidate/education minor whose attendance exceeds the "two class" criteria or assign an overall grade of "L".

Course Calendar
SED 585/CSD 585
Communication for Students with Autism Spectrum Disorders
Spring 2016

Refer to the Assignment Guidelines for Assignment Due Dates

Date	Weekly Format	Topic and Learning Activity Assignments Due In addition to formal assignments listed below, instructors may assign additional activities to assess student knowledge and understanding.	Reading Due: Be prepared to discuss the assigned readings in class.
January 25 Bishop/Rooks-Ellis	Adobe: 5:30pm http://meet.maine.edu/communication/	Introduction Syllabus/Assignments	Textbooks: purchase prior to the start of the semester-see syllabus
February 1 Bishop	Sites	What is language? Theories of language development (SLO 2)	Hall: ch.8 Journal Review 1
February 8 Bishop	Adobe	Sequence of language development (SLO 1)	Sites readings
February 22 Rooks-Ellis	Sites	The importance of communication and teaching communication skills	Sites readings
February 29 Rooks-Ellis	Adobe	Assessing communication skills (SLO 4)	Sites readings Journal Review 2
March 7- 20	UMaine Spring Break	No classes	

March 21 Bishop	Adobe	Assessing communication skills (SLO 4)	Hall: ch.2 Prelock: ch. 6, 8
March 28 Bishop	Sites	How does autism affect communication? (SLO 3) Play behavior	Hall: ch.9 Prelock: ch.9, 10 Journal Review 3
April 4 Rooks-Ellis	Adobe	Evidence-based practices in autism (SLO 5) Functional communication training Peer mediated instruction and intervention	Hall: ch. 3, 4 Prelock: ch. 10, 11 Sites readings Book Review
April 11 Rooks-Ellis	Sites	Evidence-based practices in autism (SLO 5) Pivotal response treatment Social narratives Video modeling	Hall: ch. 5, 6 Prelock: ch.5, 12, 13, 14 Sites readings
April 18 Rooks-Ellis	Adobe	Analyzing the communicative environment (SLO 4)	Sites readings EBP Review
April 25 Bishop	Sites	Augmentative and alternative communication (SLO 6)	Prelock: ch.3

May 2 Bishop	Adobe	Augmentative and alternative communication (SLO 6) Part 2 Strategies for working with high school students with ASD Future research – connections to the classroom Course evaluations	Hall: ch.10 Prelock: ch.15
May 9-13	Final Exam Week	No Classes – all final assignments must be submitted by May 9 to receive a grade for spring semester	Training Module

Definition of terms used in preparation for answering the questions in your assignments.

Terms for Book Review

PHYSIOLOGICAL, PSYCHOLOGICAL, DEVELOPMENTAL, LINGUISTIC & CULTURAL CORRELATES=>What this refers to...

- Explanation or discussion by the individual or family member about physiological differences such as seizures, metabolic, medical management issues;
- Psychological issues include identified learning challenges or social-emotional difficulties;
- Reports of delays in development across any of the domains of learning such as motor, self help, social-emotional, etc.;
- Linguistic includes what the individual's language looks like and how is that the same or different than you might expect for an individual with ASD vs. an individual who is neurotypical; and lastly,
- Discussion of the family's cultural including their values and beliefs that may have impacted their perspective on ASD and services sought.

These are just aspects of functions that may be discussed that you see as potentially connecting to what you are learning within the course and how they may have been demonstrated or revealed in the life of this individual with ASD.

Terms for Article Reviews

COGNITIVE COMMUNICATION=>generally refers to orientation, attention, memory, problem-solving, and executive function. Characteristics associated with cognitive-communication impairments include:

- Confusion and disorientation
- Confused language
- Poor concentration
- Inability to maintain topic of conversation
- Reduced recognition of people and places
- Trouble learning new tasks or motor activities, such as operating a remote control or following voice messaging instructions
- Inappropriate behavior
- Confabulation
- Lack of awareness of difficulties
- Lack of cohesive organization of thoughts & topics

SOCIAL ASPECTS OF COMMUNICATION=>ability to engage in reciprocal (back-and-forth) communication or conversation; understanding & using social conventions; turntaking; appropriate use of gestures, eye contact, body posture and facial expression in social situations; initiating, sustaining and terminating topics of conversation appropriately; etc. Some challenges in social aspects of communication might include:

- Non-typical social behaviors which affect a person's ability to participate in a conversation
- Maintaining somebody else's topic of conversation
- Atypical interest in or perseveration on a chosen topic
- Limited awareness of the breakdowns in communication & the effect those breakdowns might have on a listener

COMMUNICATION MODALITIES=>are **WAYS** in which communication is transferred from one partner to another; verbal communication is a modality - as is gestural and written communication. Sign language is a modality that uses gestures to communicate. Picture exchanges, used for communicative purposes, are a modality. There are many augmentative or alternative forms of communication, and these are all modes; "talkers" that use synthesized speech, "talking" picture boards, etc. – are all modes of communication. So if you have a child with autism who is verbal, their communication modality is verbal. If they use sign language or picture exchange that would be their communication modality. Any way that a thought or idea is coded into symbols, exchanged with another person, and decoded so a response can be formulated is a communication modality.

RECEPTIVE LANGUAGE=>understanding spoken, written and/or gestural language use; relates to listening and comprehending oral, written and/or gestural communication

EXPRESSIVE LANGUAGE=>using spoken, written and/or gestural language; relates to the sounds, words, sentences and discourse involved in speaking and/or writing & other communication systems used to communicate a message

Book Review Format
Rubric for Scoring

Name:

Date:

Title and Author of Book Reviewed

1. Description of the characteristics, including physiological, psychological, developmental, linguistic, and cultural (4pts) as well as receptive and expressive language, cognitive communication, social aspects of communication, and communication modalities (4pts) of the individual described in the book = 8 points.
1. Explanation of the services and models of intervention the individual with autism and their family received (4pts) and how effective these services were perceived (4pts) = 8 points.
1. Reflection on the most important thing you learned while reading the book that is likely to change your practice for children with ASD and their families (4pts), and how you will implement this new insight into your practice (4pts) = 8 points.

Total points: ____/24 points

Additional comments:

Journal Article Review Format
Rubric for Scoring

Name:

Date:

Title and Author of Article/Chapter Reviewed

1. In what way does this information expand your knowledge regarding the assessment or intervention process for children with ASD and their families, specifically related to receptive/expressive language (1pt), cognitive communication (1pt), social aspects of communication (1pt), and communication modalities (1pt) = 4points.
2. Based on your current views of children with ASD, describe how the information you read supports or refutes your beliefs and practices regarding receptive/expressive language (1pt), cognitive communication (1pt), social aspects of communication (1pt), and communication modalities (1pt) = 4points.
3. Explain how you will apply the knowledge you gained from reading the article as you collaborate with team members (including families) to support the needs of children with ASD specifically related to receptive/expressive language (1pt), cognitive communication (1pt), social aspects of communication (1pt), and communication modalities (1pt) = 4points.

Total points: _____/12 points

Additional comments:

Evidence-based Practice (EBP) Review Format
Rubric for Scoring

Name:

Date:

1. Description of the EBP (4pts), including strengths and weaknesses (4pts) with references cited (2pts) = 10pts.
2. Critical review of the perceived effectiveness of the EBP (8pts), with references to support the evaluation of effectiveness (2pts) = 10pts.
3. Specific profile of a child with ASD who might respond best to this EBP (5pts) with an explanation of why (5pts) = 10 pts.
4. Questions you would pose to help families and other team members decide whether or not this EBP method is appropriate for a child with ASD (5pts) = 5pts.
5. Comprehensive reference list of all literature cited using APA style (5pts) = 5pts.

Total points: ____/40 points

Additional comments:

Evaluation of Training Module

Name:

Date:

Students will review the current literature on the importance of joint attention to play, social communication, and perspective taking. Develop a training module for parents (or primary care providers) to facilitate initiation of and response to joint attention with their child with ASD.

The training should include the following:

1. Description of joint attention (1pt) highlighting the importance of joint attention to play (3pts), social communication (3pts), and perspective taking (3pts) with appropriate literature citations (5pts) = (15 points).
2. Summary of the current literature on the evidence for joint attention training as a valuable intervention for children with ASD (5 points).
3. Development and video demonstration of family friendly procedures to facilitate joint attention in young children with ASD (5 points).
4. Practice activities to implement joint attention with a child in the home setting and strategies to problem solve challenges (10 points).
5. Ways to keep data on progress and determine intervention success (5 points).
6. **Submit to instructor and TK20.**

Total points: ____/40 points

Additional comments:

Books Written By Families &/or Individuals with ASD

- Andron, L. (2001). *Our journey through high functioning autism and Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Barnett, C. (2013). *The spark: A mother's story of nurturing, genius, and autism*. Random House.
- Barron, J. & Barron, S. (2002). *There's a boy in here: Emerging from the bonds of autism*. Arlington, TX: Future Horizons.
- Bonker, E. (2011). *I am in here: The journey of a child with autism who cannot speak but finds her voice*. Revell.
- Birch, J. (2002). *Congratulations! It's Asperger syndrome*. NY: Jessica Kingsley Publishers.
- Collins, P. Not Even Wrong—Adventure in Autism.
- Davis, B. & Schunick, W. G. (2001). *Breaking Autism's barriers: A father's story*. Philadelphia, PA: Jessica Kingsley Publishers.
- Downey, M. K. & Downey, K. (2002). *The people in a girl's life: How to find them, better understand them and keep them*. Philadelphia, PA: Jessica Kingsley Publishers.
- Fleisher, M. (2003). *Making sense of the unfeasible: My life journey with Asperger Syndrome*. NY: Jessica Kingsley Publishers
- Fleischmann, A. (2012). *Carly's voice: Breaking through autism*. Touchstone.
- Fling, E. R. (2000). *Eating an artichoke: A mother's perspective on Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Freedman, J. L. (2007). *Unstrange Minds: Remapping the world of autism*. Basic Books.
- Gilpin, W. (2002). *Much more . . . laughing and loving with autism*. Arlington, TX: Future Horizons.
- Grandin, T. (1986). *Emergence: Labeled Autistic*. Norvato, CA: Arena Press.
- Grandin, T. (1995). *Thinking in Pictures and Other Reports From my Life With Autism*. NY: Bantam Doubleday Dell Publishing.
- Hall, K. (2000). *Asperger syndrome, the universe and everything*. Philadelphia, PA: Jessica Kingsley Publishers.

- Hart, C. (1989). *Without reason: A family copes with two generations of autism*. NY: Harper & Row Publishers.
- Higashida, N. (2007), translated copyright (2013). *The reason I jump: The inner voice of a thirteen-year-old boy with autism*. Random House.
- Hoopmann, K. (2000). *Blue bottle mystery: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Hoopmann, K. (2002). *Lisa and the lacemaker: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Hoopmann, K. (2001). *Of mice and aliens: An Asperger adventure*. Philadelphia, PA: Jessica Kingsley Publishers.
- Johnson, C. & Crowder, J. (1994). *Autism: From tragedy to triumph*. Boston, MA: Branden Books.
- Kaufman, B.N. (1994). *Son rise: The miracle continues*. Tiburon, CA: H.J. Kramer, Inc.
- Kedar, I. (2012). *Ido in autismland: Climbing out of autism's silent prison*. Kedar.
- Kephart, B. (1998). *A slant of sun*. NY: W.W. Norton & Company.
- Lawson, W. (2001). *Understanding and working with the spectrum of autism: An insider's view*. Philadelphia, PA: Jessica Kingsley Publishers.
- Ledgin, N. (2002). *Asperger's and self-esteem: Insight and hope through famous role models*. Arlington, TX: Future Horizons.
- Leonard-Toomey, P. (Ed.) (1997). *In our words: Stories by brothers and sisters of children with autism & PDD*. Fall River, MA: Adsum, Inc.
- Martin, E. P. (1999). *Dear Charlie: A guide for living your life with autism—a grandfather's love letter*. Arlington, TX: Future Horizons.
- Maurice, C. (1993). *Let me hear your voice: A family's triumph over autism*. Austin, TX: Pro-Ed.
- McCabe, P., McCabe, E., & McCabe, J. (2002). *Living and loving with Asperger syndrome: Family viewpoints*. NY: Jessica Kingsley Publishers.
- Mesner, A. W. (1996). *Captain Tommy*. Stratham, NH: Potential Unlimited Publishing.
- Meyers, D. J.(Ed.) (1995). *Uncommon Fathers Reflections on Raising a Child with a Disability*. Bethesda, MD: Woodbine.

- Meyers, D. J. (Ed.) (1997). *Views from our shoes: Growing up with a brother or sister with special needs*. Bethesda, MD: Woodbine House.
- Mont, D. (2002). *A different kind of boy: A father's memoir about raising a gifted child with autism*. Philadelphia, PA: Jessica Kingsley Publishers.
- Morse, D., Gayhardt, V., & Wallace, R. S. (1998). *At home with autism: Three families' stories*. Stratham, NH: Potential Unlimited Publishing.
- Mukhopadhyay, T. R. (2003). *The mind tree: A miraculous child breaks the silence of autism*. NY: Arcade Publishing.
- Ogaz, N. (2002). *Buster and the amazing daisy: Adventures with Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Overton, J. (2003). *Snapshots of autism: A family album*. NY: Jessica Kingsley Publishers.
- Park, C. C. (2001). *Exiting Nirvana: A daughter's life with autism*. NY: Little, Brown & Company.
- Park, C.C. (1982). *The Siege: The First 8 Years of an Autistic Child*. Canada: Little, Brown, & Company Limited.
- Peers, J. (2003). *Asparagus Dreams*. NY: Jessica Kingsley Publishers
- Powers, M. D. (Ed.)(1989). *Children with autism: A parent's guide*. Bethesda, MD: Woodbine House.
- Prince-Hughes, D. (Ed.) (2002). *Aquamarine blue: Personal stories of college students with autism*. Athens, OH: Swallow Press/ Ohio University Press.
- Prince-Hughes, D. (2004). *Songs of the gorilla nation: My journey through autism*. NY: Harmony Books.
- Pyles, L. (2001). *Hitchhiking through Asperger syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.
- Rankin, K. (2000). *Growing up severely autistic: They call me Gabriel*. Philadelphia, PA: Jessica Kingsley Publishers.
- Reed, D. (1996). *Paid for the privilege: Hearing the voices of autism*. Madison, WI: DRI Press.
- Romkema, C. (2002). *Embracing the sky*. Philadelphia, PA: Jessica Kingsley Publishers.

Satkiewicz-Gayhardt, V., Peerenboom, B., & Campbell, R. (1998). *Crossing bridges: A parent's perspective on coping after a child is diagnosed with Autism/PDD*. Stratham, NH: Potential Unlimited Publishing.

Schneider, E. (1999). *Discovering my autism: Apologia Pro Vita Sua (with apologies to Cardinal Newman)*. Philadelphia, PA: Jessica Kingsley Publishers.

Schneider, E. (2002). *Living the good life with autism*. Philadelphia, PA: Jessica Kingsley Publishers.

Schulze, C.B. (1993). *When Snow Turns to Rain: One Family's Struggle to Solve the Riddle of Autism*. Rockville, MD: Woodbine House.

Seroussi, K. (2000). *Unraveling the mystery of Autism and Pervasive Developmental Disorder: A mother's story of research and recovery*. NY: Simon & Schuster.

Shaw, J. (2002). *I'm not naughty – I'm autistic: Jodi's journey*. Philadelphia, PA: Jessica Kingsley Publishers.

Shore, S. (2001). *Beyond the wall: Personal experiences with Autism and Asperger's Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Co.

Stacey, P. (2003). *The Boy who Loved Windows*.

Stehli, A. (1995). *Dancing in the rain*. Westport, CT: Georgiana Organization, Inc.

Stehli, A. (1991). *The Sound Of A Miracle: A Child's Triumph Over Autism*. New York: Avon Books.

Stone, F. (2004). *Autism—the eighth colour of the rainbow: Learn to speak autistic*. NY: Jessica Kingsley Publishers.

Wiley, L. H. (1999). *Pretending to be normal: Living with Asperger's Syndrome*. Philadelphia, PA: Jessica Kingsley Publishers.

Williams, D. (1998). *Autism and sensing: The unlost instinct*. Philadelphia, PA: Jessica Kingsley Publishers.

Williams, D. (1996). *Autism: An inside-out approach*. Philadelphia, PA: Jessica Kingsley Publishers.

Williams, D. (2004). *Everyday heaven*. NY: Jessica Kingsley Publishers.

Williams, D. (2002). *Exposure anxiety – the invisible cage: An exploration of self-protection responses in the autism spectrum*. Philadelphia, PA: Jessica Kingsley Publishers.

Williams, D. (1998). *Like colour to the blind*. Philadelphia, PA: Jessica Kingsley Publishers.

Williams, D. (1992). *Nobody nowhere: The extraordinary autobiography of an autistic*. NY: Avon Books.

Williams, D. (2004). *Not just anything: A collection of thoughts on paper*. NY: Jessica Kingsley Publishers.

Williams, D. (1994). *Somebody's somewhere: Breaking free from the world of autism*. New York: Times Books.

There are many more books written by families or individuals with autism. If you would like to choose a book not listed here, email the instructor for approval.