7-18-2011


University of South Florida St. Petersburg.

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UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG
UNDERGRADUATE CURRICULUM REQUEST

Submit this form and related documents to the UGC by the meeting materials deadline.

Date Submitted: Oct. 20, 2010

Date Change is Requested to become Active: Fall 2011

Contact Name and E-Mail: Mark Durand vdurand@mail.usf.edu

This change is for a:

☐ CHG TO ACADEMIC POLICY  ☐ NEW COURSE PROP  ☐ SUBSTANTIVE CHG  ☐ NON-SUBSTANTIVE CHG

Have the changes been entered online?  ☐ YES  ☐ NO  Check all that apply:

☐ Change to Course Title  ☑ Change to Catalogue Description
☐ Change to Course Number  ☑ Change to Admission Requirements
☐ Change to Prerequisites  ☑ Suspension of Program
☑ Addition of New Course(s)  ☑ Addition of Track/Concentration/Emphasis
☐ Deletion of Existing Course(s)  ☑ Change to Track/Concentration/Emphasis

☐ Addition of Program  ☑ Change to Program
☐ Change to Program  ☑ Deletion of Program
☐ Deletion of Program  ☑ Reinstatement of Program
☐ Reinstatement of Program  ☑ Other

Do the above changes mirror changes to the USF Tampa program?  ☐ YES  ☐ NO

Description of Change (Attach supporting documents if necessary):

New course proposal: CLP 4XXX Autism Spectrum Disorders

Impact on College and University Resources:

Neutral or positive

APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)

<table>
<thead>
<tr>
<th>TITLE / PRINT NAME</th>
<th>SIGNATURE</th>
<th>APPROVE</th>
<th>DATE</th>
</tr>
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<tbody>
<tr>
<td>Chair, College UGC Committee</td>
<td>Thomas J. Smith</td>
<td>Yes</td>
<td>10/29/10</td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Chair, USFSP UGC Committee</td>
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<td>Yes</td>
<td>11/1/10</td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
<td></td>
<td>Yes</td>
<td>12/9/10</td>
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</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council/ Office of Academic Affairs
For questions, contact Linda Crossman at crossman@mail.usf.edu or 727-873-4143.

Ver 03/04/10
USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

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<thead>
<tr>
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<th>College</th>
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<tbody>
<tr>
<td>PSY</td>
<td>AP – SP Arts &amp; Sciences</td>
<td>USF01 STP 125500 10000</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Mark Durand</td>
<td>(727) 873 - 4774</td>
<td><a href="mailto:vdurand@mail.usf.edu">vdurand@mail.usf.edu</a></td>
</tr>
</tbody>
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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
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<tbody>
<tr>
<td>DEP</td>
<td>4220</td>
<td>Autism Spectrum Disorders</td>
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<th>Is the course title variable?</th>
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<tr>
<td>Are the credit hours variable?</td>
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<tr>
<td>Is this course repeatable for credit?</td>
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<table>
<thead>
<tr>
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<th>Section Type</th>
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<tbody>
<tr>
<td>3</td>
<td>Lecture</td>
<td>Regular</td>
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Total Clock Hours: 45

<table>
<thead>
<tr>
<th>Abbreviated Title (30 characters maximum)</th>
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<tbody>
<tr>
<td>Autism Spectrum Disorders</td>
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3. Prerequisites

<table>
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<tr>
<th>And/Or</th>
<th>Test and Minimum Grade</th>
<th>Course and Minimum Grade</th>
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<td>‘(‘</td>
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<td>PSY 3213; UG; C</td>
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4. Co-requisites

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<th>Course</th>
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5. Registration Restrictions

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</tbody>
</table>

6. Course Description (255 character maximum for state submission)

This course provides students with an overview of research; touching on information about the causes of the disorder as well as historical and philosophical views. A major emphasis is to tie together all of the biological and psychological research with efforts to help these individuals live more productive and independent lives. Recent controversies are discussed and an integrative approach to treatment – with looks for commonalities among different therapies – is emphasized.
Submitted description (255 characters):
Overview of research; information about causes of disorder; historical and philosophical views; biological & psychological research; efforts to help individuals live productive & independent lives; recent controversies; integrative approach to treatment

7. Gordon Rule

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
   This course provides coverage of the application of important psychological principles and science to a socially significant clinical problem.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
   Diagnostic, etiological, assessment and treatment approaches to autism spectrum disorders.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
   Provides an elective

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
   Yes – 150 students per semester

e. How frequently will the course be offered? What is the anticipated enrollment?
   Each semester (on-line) – 150 students

f. What effect will this new course have on the program (major, minor, cognate, etc.)?
   none

g. What effect will this new course have on the students currently in the program?
   Provide an additional elective

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
   Masters degree with 18 graduate credit hrs. in the field

9. Other Course Information

A. Objectives

Provide students with an in-depth knowledge of diagnostic, etiological, assessment and treatment approaches to autism spectrum disorders.

B. Learning Outcomes

1. Knowledge Base of Psychology – Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including:
   a. Learning and cognition
   b. Biological bases of behavior and mental processes as it relates to autism spectrum disorders,
   c. The history of autism spectrum disorders, including the evolution of methods of
psychology, its theoretical conflicts, and its socio-cultural contexts,

d. The interaction of heredity and environment in autism spectrum disorder.

2. Research Methods in Psychology – Students will understand and apply basic research methods in abnormal psychology, including research design, data analysis, and interpretation including:
   a. Describe how various research designs address different types of questions and hypotheses,

3. Application of Psychology – Students will identify appropriate applications of psychology in solving problems, such as:
   a. Psychological tests and measurements,
   b. Recognize that ethically complex situations can develop in the application of psychological principles,

4. Values in Psychology – students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline including the ability to:
   a. Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

C. Major Topics
   - Diagnostic approaches to autism spectrum disorders
   - Etiological theories of autism spectrum disorders
   - Assessment and treatment approaches to autism spectrum disorders

D. Textbooks

10. Proposed UG Catalog Language

This course provides students with an overview of research; touching on information about the causes of the disorder as well as historical and philosophical views. A major emphasis is to tie together all of the biological and psychological research with efforts to help these individuals live more productive and independent lives. Recent controversies are discussed and an integrative approach to treatment – with looks for commonalities among different therapies – is emphasized.

11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the ‘Master Course Syllabus’ format (including SLO, description, etc.).
AUTISM SPECTRUM DISORDERS

Instructor: V. Mark Durand

Office: USF SP, TER 404
Office Phone: (727) 873-4055
Office Hours: By appointment

TEXTBOOK

COURSE OVERVIEW
There has been a recent explosion in the amount of research on people with autism—a disorder that profoundly affects the way people communicate and relate to others. This course provides students with an overview of this research, touching on information about the causes of the disorder as well as historical and philosophical views. A major emphasis is to tie together all of the biological and psychological research with efforts to help these individuals live more productive and independent lives. Recent controversies are discussed and an integrative approach to treatment—which looks for commonalities among different therapies—is emphasized.

STUDENT LEARNING OUTCOMES
1) Knowledge Base of Psychology - Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including:
   a) Learning and cognition,
   b) Biological bases of behavior and mental processes as it relates to autism spectrum disorders,
   c) The history of autism spectrum disorders, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts,
   d) The interaction of heredity and environment in autism spectrum disorders.

2) Research Methods in Psychology - Students will understand and apply basic research methods in abnormal psychology, including research design, data analysis, and interpretation including:
   a) Describe how various research designs address different types of questions and hypotheses,

3) Application of Psychology - Students will identify appropriate applications of psychology in solving problems, such as:
   a) Psychological tests and measurements,
   b) Recognize that ethically complex situations can develop in the application of psychological principles.

4) Values in Psychology - Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline including the ability to;
   a) Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
DISTANCE EDUCATION
This course will be delivered entirely online through the USF Blackboard System (http://my.usf.edu). All lectures, notes, study guide material and exams will be posted on this site. You will need access to a computer with an Internet browser (e.g., Internet Explorer, Mozilla Firefox, Netscape Navigator) and a broadband internet connection to best view the lectures.

ACADEMIC DISHONESTY
Any student caught cheating on an exam will receive a grade of F for the course.

EXAMS:
There will be five 30-point multiple choice exams for this course available on the USF Blackboard System (see the schedule below). Each exam covers the material for the course; this means that the final is not cumulative. Material for the exams will be taken from both the lectures and the readings.

EXAM ADMINISTRATION:
Exams will be available for a limited time on Blackboard. Avoid waiting until the last day to take your exam in case a problem arises. You will have 45 minutes to complete each exam. In order to be fair to students who stay within the time limit - exceeding the 45 minute exam limit will result in a 1 point penalty for each 5 minutes over the limit.

GRADE POLICIES:
1. Students must take all exams. Even though we will drop the lowest of the first exams (not the final), you must take every exam. Just not taking an exam means we enter a zero ("0") in the gradebook for that exam.
2. The final grade will be determined by dropping the lowest of the first four exam scores, and then adding the remaining two scores to that of the final exam score. Again, if you miss an exam, the score will NOT be dropped! If you miss an exam, the highest grade you can receive is a D.
3. Under no circumstances will the final exam be dropped.
4. The instructor will not change borderline grades.
5. No extra credit work (e.g., papers) will be accepted to improve exam grades.
6. In the cases where a make-up exam (see below for policy on make-up exams) is given a deduction of five points will be applied to the final score for the class.
7. S/U contracts must be negotiated in writing within the first three weeks of the term.
8. An incomplete will be awarded to students only under unusual circumstances and only with the pre-approval of the instructor. An ‘I’ grade indicates incomplete coursework and may be awarded to an undergraduate student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade.

MAKE-UP EXAMS:
Please note that, except under extreme circumstances, no make-up exams will be given. If you have an extreme circumstance (e.g., death in the family or serious personal illness) that interferes with your ability to take an exam, you should acquire appropriate documentation (e.g., original copy of a physician’s note) and contact Dr. Durand immediately. In the cases where a
make-up exam is given a deduction of three points will be applied to the final score for the class.

GRADING QUESTIONS

Question: I'm only one point away from the next higher grade.

Answer: I don't change grades that are even just one point away because 1) my grading curve is very liberal, and 2) to be fair I would need to change the grade for everyone who was one point away, then everyone who was two points away and now only one point away would want the extra point, etc. I spend a great deal of time trying to make a fair grading scale and once it is completed, it's final. Asking me to change a grade just because you would like a higher grade is unfair to me and unfair to the other students in the class.

Question: Can I do extra credit?

Answer: In my classes I expect students will keep up with the readings, attend all classes (or watch all videos for online classes), and let me know as they go along if there are concepts that are unclear. Students at a university should be able to do all of these things on their own. Extra credit work is often used in high school (or sometimes in community colleges) to help students who may have difficulty organizing their studies over the course of the year. Ex post facto extra credit work at a university is often just another way to raise a less than desirable grade. Therefore, for the same reasons why I do not change borderline grades I do not allow for extra credit assignments to better grades. Since many students are able to earn "A's" I feel comfortable that I have created a fair grading system. Again, asking to do extra credit work to improve a grade is unfair to me and to the rest of the students in class.

Question: Why can't you drop the last exam?

Answer: The reason is pretty simple. When I use to drop one of any of the exams, students who were running an "A" (or another acceptable grade) before the last exam were just not viewing the last lectures or learning the material for the last part of the class. My goal is to get students to learn all of the material.

I drop one exam to help students who may do poorly on one exam due to personal situations or not knowing how to study, etc.

The way the class is structured now, a student's anxiety can be reduced somewhat by knowing there is room for error, but he/she still needs to cover all material for the class.

COURSE OUTLINE
<table>
<thead>
<tr>
<th>Video Lecture</th>
<th>Topic</th>
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<tbody>
<tr>
<td>#1</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>#2</td>
<td>An Integrative/Developmental View of Autism</td>
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<td>#3</td>
<td>Philosophical Issues in Autism</td>
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<th>FIRST EXAM</th>
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<td>Assessment Approaches</td>
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<tr>
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| #5(second half), #6, #7 (not including “Basic Learning Principles”) | Historical Overview of Treatment |

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<th>THIRD EXAM</th>
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<td>Facilitating Communication Skills</td>
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<td>#11 (first half)</td>
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<tr>
<td>#11 (second half)</td>
<td>Facilitating Social Skills</td>
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<td>#17</td>
<td>Settings for Education</td>
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<td>#17</td>
<td>Legal Issues</td>
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**FIFTH EXAM**
USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 79      DATE/TIME: 2011-06-22 10:10:00.0

1. Department and Contact Information

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<td>PSY-Psychology</td>
<td>Arts &amp; Sciences</td>
<td>USF01 STP 125500 10000</td>
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<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
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2. Course Information

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<td>DEP</td>
<td>4220</td>
<td>Autism Spectrum Disorders</td>
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| Is the course title variable? | N |
| Is a permit required for registration? | N |
| Are the credit hours variable? | N |

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<th>Grading Option</th>
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<tbody>
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<td>Class Lecture (Primarily)</td>
<td>Regular</td>
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**Abbreviated Title** (30 characters maximum)
Autism Spectrum Disorders

**Prerequisites**
PSY 3213, UG, C

**Corequisites**
none

**Co-Prequisites**
none

**Course Description**
Overview of research; information about causes of disorder; historical and philosophical views; biological & psychological research; efforts to help individuals live productive & independent lives; recent controversies; integrative approach to treatment

3. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the **computation** portion of the Gordon Rule?

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm 6/22/2011
4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course provides coverage of the application of important psychological principles and science to a socially significant clinical problem.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
Diagnostic, etiological, assessment and treatment approaches to autism spectrum disorders.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?
Provides an elective

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
Yes – 150 students per semester

E. How frequently will the course be offered? What is the anticipated enrollment?
Each semester (on-line) – 150 students

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
Masters degree with 18 graduate credit hrs. in the field

5. Other Course Information

A. Objectives
Provide students with an in-depth knowledge of diagnostic, etiological, assessment and treatment approaches to autism spectrum disorders.

B. Learning Outcomes
1. Knowledge Base of Psychology – Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology including: a. Learning and cognition b. Biological bases of behavior and mental processes as it relates to autism spectrum disorders, c. The history of autism spectrum disorders, including the evolution of methods of psychology, its theoretical conflicts, and its socio-cultural contexts, d. The interaction of heredity and environment in autism spectrum disorder. 2. Research Methods in Psychology – Students will understand and apply basic research methods in abnormal psychology, including research design, data analysis, and interpretation including: a. Describe how various research designs address different types of questions and hypotheses, 3. Application of Psychology – Students will identify appropriate applications of psychology in solving problems, such as: a. Psychological tests and measurements, b. Recognize that ethically complex situations can develop in the application of psychological principles, 4. Values in Psychology – students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline including the ability to: a. Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.

C. Major Topics
• Diagnostic approaches to autism spectrum disorders • Etiological theories of autism spectrum disorders • Assessment and treatment approaches to autism spectrum disorders

D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
   o N/A

Exit Requirements
   o N/A

Skills and Dimensions
   o N/A