



9201 University City Boulevard, Charlotte, NC 28223-0001

TO: Faculty Council Members  
FROM: Charles Bodkin, Faculty President  
DATE: October 8, 2010  
RE: Consent Calendar

Attached is the Consent Calendar (See Article V, Section 3.A (3 & 4), J. (3 & 5) and K.3 of the Standing Rules of the Faculty Council.) consisting of these proposals:

- SPED 2-15-10 Graduate Certificate in Autism Spectrum Disorders
- PSYC 3-26-10 Creation of a new graduate course in History and Systems of Psychology

Below are the catalog copy descriptions. If you wish to read the full proposals, they are posted on the Academic Affairs website.

If there are any objections regarding these proposals, they must be registered with the Faculty Governance Assistant (Clarence Greene, ext. 5719) by **5 PM on October 22, 2010**. If no objections are registered, the proposals will stand approved.

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### SPED 2-15-10 Graduate Certificate in Autism Spectrum Disorders

#### **PROPOSED CATALOG COPY**

##### *SPED 6115 Nature and Needs of Autism Spectrum Disorders (3)*

Prerequisite: A bachelor's degree from an accredited college/ university in education or related field of study. Theoretical application and historical background including awareness of federal and state legal guidelines, characteristics, and ethical implications for individuals with autism spectrum disorders. Prepares students to identify research-based practices and promising practices to address needs and supports across the lifespan for individuals with autism spectrum disorders (e.g., Rett Syndrome, Pervasive Developmental Disorders). (*Fall*)

##### *SPED 6225 Communication, Daily Living and Social Skills for Autism Spectrum Disorders (3)*

Prerequisite: A bachelor's degree from an accredited college/ university in education or related field of study. Determine research-based and promising intervention strategies for individuals with autism spectrum disorders and their families. Prepare students with the

technical skills necessary to identify effective intervention practices in the areas of communication, daily living, and social skills for individuals with autism spectrum disorders in natural environments, the least restrictive environment and community settings. Develop proficiency in effective collaboration with parents and professionals in the varied contexts associated autism spectrum disorders across the lifespan. (*Fall*)

*SPED 6272 Program Design and Development for Autism Spectrum Disorders. (3)*

Prerequisites: SPED 6115 and SPED 6225 – Prepares students with the technical skills necessary to conduct formal assessments, implement research-based interventions, and evaluate outcomes for individuals with autism spectrum disorders. Identify methods for planning systematic instruction based on learner characteristics based on previous and on-going assessment. Gain knowledge of home environments, family interventions and general curriculum access with an emphasis on appropriate strategies, materials, and supports in program design and development that facilitate the success of students with autism spectrum disorders across the lifespan. (*Spring*)

*SPED 6277 Program Assessment for Autism Spectrum Disorders. (3)*

Prerequisites: SPED 6115 and SPED 6225 – Prepares students to assess the effectiveness of interventions for students with autism spectrum disorders in accordance to researched-based practices and promising practices. Interpret and apply individualized educational program assessment data to drive program recommendations, services, appropriate interventions, and IEP development for students with autism spectrum disorders. (*Spring*)

## AUTISM SPECTRUM DISORDERS GRADUATE CERTIFICATE

The Graduate Certificate in Autism Spectrum Disorders is a 12-hour web-based program. It serves two groups of professionals: (1) those who work in school districts and are responsible for teaching students with Autism Spectrum Disorders and for developing appropriate individualized education plans that include academic instruction, and effective intervention practices in the areas of communication, daily living, and social skills; and (2) those who work in human service agencies that also provide intervention practices in the areas of communication, daily living, and social skills as well as prepare students with Autism Spectrum Disorders prepare to live, work, and learn as adults.

### **Program Objectives**

As specialists in public schools and human service agencies in the area of autism spectrum disorders, completers of the program are prepared to:

- Work as public school teachers in a broad range of educational settings including the general education classroom and special education programs
- Work as human service agency personnel implementing research-validated intervention strategies for children, youth and adults in community agencies

- Implement research-validated instruction/ intervention strategies for children, youth and young adults with autism spectrum disorders
- Assess the effectiveness of individualized instruction/ intervention programs for individuals with autism spectrum disorders.

### **Admission Requirements for ASD Graduate Certificate**

- 1) Students must have a bachelor's degree from a regionally accredited college/ university.
- 2) Students must submit an Application for Admission to the Graduate School.
- 3) Students must provide original transcripts that indicate a minimum overall GPA of at least 3.0.
- 4) Students are not required to take the GRE or MAT. However, students must take the GRE or MAT before applying to the Special Education master's degree program.
- 5) If accepted into the master's degree program, a maximum of twelve (12) Graduate Certificate hours may be applied to the master's degree program in Special Education with the consent of the Graduate Program Coordinator.
- 6) Admission to the Graduate Certificate program does not ensure admission into a master's degree program.

### **Certificate Requirements**

The Graduate Certificate Program in Autism Spectrum Disorders requires a twelve semester hour sequence of courses. No transfer credit is accepted. Students must earn grades of B or better in each of the courses in the 12-hour program of study. The program includes the following courses:

1. SPED 6115 Nature and Needs of Autism Spectrum Disorders
2. SPED 6225 Communication, Daily Living and Social Skills for Autism Spectrum Disorders
3. SPED 6272 Program Design and Development for Autism Spectrum Disorders
4. SPED 6277 Program Assessment for Autism Spectrum Disorders

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**PSYC 3-26-10 Creation of a new graduate course in History and Systems of Psychology**

### **PROPOSED CATALOG COPY**

**PSYC 8240. History and Systems of Psychology. (3)** Prerequisite: graduate standing and permission of the department. This course explores major developments and ideas in the discipline of psychology from its founding in the late nineteenth century through the early 21<sup>st</sup> century. Consideration of the systems of psychology, past and present; major controversies and their relevance to contemporary psychology; and the relation between psychology and other disciplines. (*Fall*)