

From: [Smith, Randy](#)
To: [Bielefeld, Eric](#)
Cc: [Williams, Valarie](#); [Smith, Randy](#); [Griffiths, Rob](#); [Reed, Katie](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Vankeerbergen, Bernadette](#); [Martin, Andrew](#); [King, Ryan](#)
Subject: Proposal to revise the Master of Arts in Speech Language Pathology
Date: Friday, September 18, 2026 8:46:49 AM
Attachments: [image001.png](#)

Eric:

The proposal from the Department of Speech and Hearing Science to revise the Master of Arts in Speech Language Pathology was approved by the Council on Academic Affairs at its meeting on September 16, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2027).

The Office of the University Registrar will work with you on any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Val Williams.1415, or me.

I wish you success with this program development.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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Assisted by:

Katie Reed

Executive Assistant

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **April 29, 2026**

RE: Proposal to **revise the Master of Arts in Speech Language Pathology**

The **Department of Speech and Hearing Science** in the **College of Arts and Sciences** is proposing to revise the Master of Arts in Speech Language Pathology.

The proposal was received by the Graduate School on **April 12, 2026**. The combined GS/CAA subcommittee first reviewed the proposal on **April 29, 2026**, and requested minor clarification. Clarification was received on May 12, 2026, and GS/CAA supported its review by the Council on Academic Affairs.



THE OHIO STATE UNIVERSITY

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May 12, 2026

From: Eric Bielefeld, Chair of the Department of Speech and Hearing Science

To: Arts and Sciences Curriculum Committee

Re: Proposal for revision to the master of arts in speech-language pathology (MA-SLP) curriculum

On behalf of the MA-SLP program faculty, the department is requesting a revision to the MA-SLP program. The rationale for the change are presented below in the proposal. The goal is for the changes to go into effect starting with the first-year class in Autumn semester 2026.

The current version of the proposal includes requested additional information about the process of taking student feedback and how it led to the decision to revise the proposal as requested.

Please reach out to me with any questions or concerns as the proposal moves through the college and university review bodies. Thanks very much.

Sincerely,

Eric Bielefeld, Ph.D.
Professor and Chair
Dept of Speech and Hearing Science
The Ohio State University

Background

The MA-SLP is a base five-semester master of arts program in the Department of Speech and Hearing Science. It is the entry-level degree into the field of speech-language pathology. Our students graduate with eligibility to become licensed in most states/territories in the U.S. Our certifying organization is the American Speech-Language-Hearing Association (ASHA). The MA-SLP program at Ohio State has been accredited by ASHA's accreditation body for several decades. Our curriculum consists of two years of coursework combined with precepted clinical practicum experiences. The current curriculum is presented in Appendix A.

Proposed change and rationale

Currently, SPHHRNG 6150 The SLP's Role Working with Individuals with Autism is a required three-credit course in the second-year of the program. In a separate proposal, we are revising the course to two credit hours, and in the current proposal, we are proposing to change the course from required to elective (See Appendix C for the revised syllabus for the course). Students are currently required to take four credit hours of electives in the MA-SLP program. That will not change, and SPHHRNG 6150 will be added to the list of elective options the students can use to fulfill the requirement. The result is a net reduction of three required credit hours for the program. See Appendix B.

The rationale for the change is based on student feedback in exit surveys and exit interviews with the department chair. Students are required to demonstrate competency in working with cognitive and social aspects of communication, which include working with clients with autism diagnoses. While there is consistent feedback from students that the area of autism in speech-language pathology is important and relevant to the degree, the feedback has also indicated that the SPHHRNG 6150 course is redundant with education they receive on autism throughout the program and in clinical practicum experiences. The faculty who administer the MA-SLP program used that feedback in making the decision to propose revision to the curriculum by having the course move from a requirement to an elective. The revision of the course down to two credit hours is intended to remove the redundancy and focus on advanced topics and clinical applications. Because it will focus on advanced topics, it will be a great course for students working in schools, pediatric clinics, or clinics with a focus on autism. That applies to many students, but not all. As the field has expanded over the last several years, our program has expanded its offers in pediatric and adult medical speech-language pathology. More students are now focused on that area, and for them, the SPHHRNG 6150 is better served as an elective option than a requirement for all students in the program. Thus, this has informed the proposal to make the course an elective within the program, rather than required. The basic content all students need to achieve appropriate competency in the area is already being delivered in other courses and clinical experiences.

Executive Summary

The proposed change is requested in response to ongoing programmatic assessment through exit interviews from students. The current iteration of SPHHRNG 6150 has been identified by many students as redundant with other education in the program. Focusing on advanced topics as elective will serve the students who intend to work with this client population. Removing it as a required course reduces credit hour and time burden on the students in the second year of the program.

Transition Plan

The proposed changes are targeted to go into effect in Autumn 2026. New cohorts beginning in Autumn 2026 and current students whose year 1 of the program is the 2025-2026 academic year will complete the revised curriculum in Appendix B. They will automatically switch to the revised curriculum. Because the proposed change is not adding new requirements, the transition is not expected to privilege any students over any others. Every student will still be able to take the SPHHRNG 6150 course as an elective.

Learning Outcomes Assessment

The program goals for the MA-SLP will not change with these proposed changes, nor will learning outcomes assessment. Outcomes assessment for the program is focused on meeting necessary competencies in mandatory areas. The instruction students will receive on autism outside of the 6150 course will enable them to still meet competencies in all required areas for licensure and certification in speech-language pathology.

Process

The proposal was generated by the department's Speech-Language Pathology Oversight Committee leadership. It was approved by the committee in Autumn 2025 and approved by the department chair immediately thereafter.

Appendix A: Current Curriculum sheet for the MA-SLP program

Master of Arts in Speech-Language Pathology (MA-SLP) Degree Requirements 2024-2026

Successful completion of this degree prepares students to meet the requirements for the State of Ohio Licensure in Speech-Language Pathology and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association. Students in the MA-SLP program must complete either a thesis or non-thesis option for the Master's program of study, with the choice between these options made by the end of Year 1. Students must pass the NTE Praxis examination as a requirement for graduation and typically take it Spring of Year 2.

Thesis option. The option requires that the student conduct original research under the guidance of a Master's committee (an advisor and, minimally, one other graduate faculty member from the Department). Students choosing this option must complete all required coursework and a total of 3 or more credits of SPHHRNG 7999 Thesis Research. This option requires a prospectus meeting prior to data collection, carrying out of the research itself, preparation of the thesis document, and a thesis defense.

Non-thesis option. This non-thesis option requires that the student complete all required coursework and 7 elective credits that form the non-thesis track including the 1 credit SPHHRNG 6990: *Capstone Experience in Speech-Language Pathology* that is taken during the Spring semester of Year 2 to represent work with an advisor on the poster presentation . In addition, students pursuing this option must complete and defend a poster presentation in their final semester. NOTE: Possible electives are printed in italic type in the schedule below and can be taken to meet the non-thesis requirement, typically in Year 2 of the program. Students can choose to take other electives with faculty approval. See additional information below.

As can be seen in the course distribution below, the maximum number of credits any student should be taking in any semester is 17. With the maximum number of allowable full-time credits for graduate students capped at 18, there is no situation in which a student should need to exceed that maximum in order to complete the program on time.

REQUIRED COURSES—YEAR 1

Year 1: Autumn

Number	Course Title	Credits
6710	Speech sound disorders in children	3
6725	Language acquisition and early intervention in language delay	3
6466	Normal Swallowing	2
6762	Language disorders in adults	3
6751	Clinical seminar in speech and language disorders – I	1
6752	Clinical seminar in speech and language disorders – II	1

6844	Clinical practicum	2
Total Credits:		15

Year 1: Spring

Number	Course Title	Credits
5741	Voice disorders and cleft palate	3
6764	Evaluation and Treatment of Dysphagia in Adults and Children	3
6761	Cognitive communication disorders in adults	3
6763	Motor speech disorders	3
6753	Clinical seminar in speech and language disorders – III	1
6754	Clinical seminar in speech and language disorders – IV	1
6844	Clinical practicum	2
Total Credits:		16

Year 1: Summer

Number	Course Title	Credits
6860	Augmentative and alternative communication	3
6726	Disorders of Language and Literacy: School Age	3
6740	Seminar in fluency disorders	3
6755	Clinical seminar in speech and language disorders – V	2
6844	Clinical practicum	2
	Elective coursework	0-2
Total Credits:		13-15

REQUIRED & ELECTIVE COURSES—YEAR 2**Year 2: Autumn** (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
7742	Advanced clinical seminar	1
7844	Advanced clinical practicum	8
	OR	
6189	Field Experience in the schools	8
	OR	
7844 + 6189	Advanced clinical practicum +Field Experience in the Schools	2+6
6770	Elective coursework	2-4
7999	Thesis research (in consultation with advisor, required for thesis option)	0-1
Total Credits:		11-14



Year 2: Spring (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
6150	The SLPs role in autism spectrum disorders	3
	Elective coursework	0-4
7742	Advanced clinical seminar	1
7844	Advanced clinical practicum	8
	OR	
6189	Field Experience in the schools	8
	OR	
7844 + 6189	Advanced clinical practicum + Field experience in the Schools	2+6
6990	Capstone experience in Speech-Language Pathology	1
	OR	
7999	Thesis research (in consultation with advisor, required for thesis option)	1
Total Credits:		13-17

Year 2: Summer (Note: 4 credits are required for full-time status)

Number	Course Title	Credits
7844	Advanced clinical practicum	0-8
	Elective coursework	0-4
Total Credits:		0-12*

* Students have the option of completing the program in five semesters. This term is only for those who need or choose to extend the program to the sixth semester.

Total program credit hours: 68-89

ELECTIVE COURSES

The purpose of elective courses is to allow students to (a) extend their studies in directions suited to their interests, (b) meet non-thesis requirements for the MA-SLP, and (c) meet requirements for school certification by the State of Ohio Department of Education and enable one to obtain school licensure in Ohio and other states.

Ohio Department of Education has two options for SLPs working in school settings: licensure or registration. School licensure requires 2 courses: one related to school SLP and regulations (SPHHRNG 6170) and the other that provides a clinical experience in the school setting (SPHHRNG 6189). These electives are taken by most MA-SLP students, regardless of their immediate career goals. Many school districts in Ohio prioritize hiring those with the school license and many other states require the licensure requirements and do not have a registration option. SPHHRNG 6189 can only be taken by enrolled MA-SLP students. Therefore, taking these electives and pursuing school licensure provides valuable career flexibility. The two courses and their associated credits are:

- SPHHRNG 6170 Clinical and Education Methods in Schools (2 credits)
- SPHHRNG 6189 School Placement/Internship (6-8 credits); can only be taken in the semester the student has a school placement/internship

Note: Only SPHHRNG 6170 can be counted toward the non-thesis option; SPHHRNG 6189 cannot be counted for that purpose.

Non-thesis electives (7 credits in an integrated content area). Students pursuing the non-thesis option create select elective courses in consultation with their academic advisor, based on their interests. In addition to the elective courses offered by the department, which are listed in the tables above, students may also select elective courses to be part of their non-thesis option from departments across the university including, but not limited to, several OSU Graduate Interdisciplinary Specializations:

- HTHRHSC 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)
- [Aging](#)
- [Applied Developmental Science in Education](#)
- [Disability Studies](#)
- [Assistive and Rehabilitative Technology](#)
- [Second Language Studies](#)
- [Singing Health](#)

Appendix A: Proposed revised Curriculum sheet for the MA-SLP program

Master of Arts in Speech-Language Pathology (MA-SLP) Degree Requirements 2024-2026

Successful completion of this degree prepares students to meet the requirements for the State of Ohio Licensure in Speech-Language Pathology and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association. Students in the MA-SLP program must complete either a thesis or non-thesis option for the Master's program of study, with the choice between these options made by the end of Year 1. Students must pass the NTE Praxis examination as a requirement for graduation and typically take it Spring of Year 2.

Thesis option. The option requires that the student conduct original research under the guidance of a Master's committee (an advisor and, minimally, one other graduate faculty member from the Department). Students choosing this option must complete all required coursework and a total of 3 or more credits of SPHHRNG 7999 Thesis Research. This option requires a prospectus meeting prior to data collection, carrying out of the research itself, preparation of the thesis document, and a thesis defense.

Non-thesis option. This non-thesis option requires that the student complete all required coursework and 7 elective credits that form the non-thesis track including the 1 credit SPHHRNG 6990: *Capstone Experience in Speech-Language Pathology* that is taken during the Spring semester of Year 2 to represent work with an advisor on the poster presentation . In addition, students pursuing this option must complete and defend a poster presentation in their final semester. NOTE: Possible electives are printed in italic type in the schedule below and can be taken to meet the non-thesis requirement, typically in Year 2 of the program. Students can choose to take other electives with faculty approval. See additional information below.

As can be seen in the course distribution below, the maximum number of credits any student should be taking in any semester is 17. With the maximum number of allowable full-time credits for graduate students capped at 18, there is no situation in which a student should need to exceed that maximum in order to complete the program on time.

REQUIRED COURSES—YEAR 1

Year 1: Autumn

Number	Course Title	Credits
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6710	Speech sound disorders in children	3
6725	Language acquisition and early intervention in language delay	3
6466	Normal Swallowing	2
6762	Language disorders in adults	3
6751	Clinical seminar in speech and language disorders – I	1
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6844	Clinical practicum	2
Total Credits:		15

Year 1: Spring

Number	Course Title	Credits
5741	Voice disorders and cleft palate	3
6764	Evaluation and Treatment of Dysphagia in Adults and Children	3
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6763	Motor speech disorders	3
6753	Clinical seminar in speech and language disorders – III	1
6754	Clinical seminar in speech and language disorders – IV	1
6844	Clinical practicum	2
Total Credits:		16

Year 1: Summer

Number	Course Title	Credits
6860	Augmentative and alternative communication	3
6726	Disorders of Language and Literacy: School Age	3
6740	Seminar in fluency disorders	3
6755	Clinical seminar in speech and language disorders – V	2
6844	Clinical practicum	2
	Elective coursework	0-2
Total Credits:		13-15

REQUIRED & ELECTIVE COURSES—YEAR 2**Year 2: Autumn** (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
7742	Advanced clinical seminar	1
7844	Advanced clinical practicum	8
	OR	
6189	Field Experience in the schools	8
	OR	
7844 + 6189	Advanced clinical practicum +Field Experience in the Schools	2+6
6770	Elective coursework	2-4
7999	Thesis research (in consultation with advisor, required for thesis option)	0-1
Total Credits:		11-14



Year 2: Spring (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
	Elective coursework	0-2
	Elective coursework	0-2
7742	Advanced clinical seminar	1
7844	Advanced clinical practicum	8
	OR	
6189	Field Experience in the schools	8
	OR	
7844 + 6189	Advanced clinical practicum + Field experience in the Schools	2+6
6990	Capstone experience in Speech-Language Pathology	1
	OR	
7999	Thesis research (in consultation with advisor, required for thesis option)	1
	Total Credits:	10-14

Year 2: Summer (Note: 4 credits are required for full-time status)

Number	Course Title	Credits
7844	Advanced clinical practicum	0-8
	Elective coursework	0-4
	Total Credits:	0-12*

* Students have the option of completing the program in five semesters. This term is only for those who need or choose to extend the program to the sixth semester.

Total program credit hours: 65-86

ELECTIVE COURSES

The purpose of elective courses is to allow students to (a) extend their studies in directions suited to their interests, (b) meet non-thesis requirements for the MA-SLP, and (c) meet requirements for school certification by the State of Ohio Department of Education and enable one to obtain school licensure in Ohio and other states.

Ohio Department of Education has two options for SLPs working in school settings: licensure or registration. School licensure requires 2 courses: one related to school SLP and regulations (SPHHRNG 6170) and the other that provides a clinical experience in the school setting (SPHHRNG 6189). These electives are taken by most MA-SLP students, regardless of their immediate career goals. Many school districts in Ohio prioritize hiring those with the school license and many other states require the licensure requirements and do not have a registration option. SPHHRNG 6189 can only be taken by enrolled MA-SLP students. Therefore, taking these electives and pursuing school licensure provides valuable career flexibility. The two courses and their associated credits are:

- SPHHRNG 6170 Clinical and Education Methods in Schools (2 credits)
- SPHHRNG 6189 School Placement/Internship (6-8 credits); can only be taken in the semester the student has a school placement/internship

Note: Only SPHHRNG 6170 can be counted toward the non-thesis option; SPHHRNG 6189 cannot be counted for that purpose.

Non-thesis electives (7 credits in an integrated content area). Students pursuing the non-thesis option create select elective courses in consultation with their academic advisor, based on their interests. In addition to the elective courses offered by the department, which are listed in the tables above, students may also select elective courses to be part of their non-thesis option from departments across the university including, but not limited to, several OSU Graduate Interdisciplinary Specializations:

- HTHRHSC 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)
- [Aging](#)
- [Applied Developmental Science in Education](#)
- [Disability Studies](#)
- [Assistive and Rehabilitative Technology](#)
- [Second Language Studies](#)
- [Singing Health](#)



THE OHIO STATE UNIVERSITY

SYLLABUS

SPHHRNG 6150

Supporting Individuals with Autism Across the Lifespan
Spring 2025 – Online

COURSE OVERVIEW

Instructor

Instructor:

Email address:

Phone number:

Office hours: by appointment using CarmenZoom

Course Hours/Level: 2 hours/ Graduate

Class Meeting Time:

Location: Online

Course description

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

Expected learning outcomes

By the end of the course students will:

1. Critically evaluate current research related to autism and apply findings to clinical assessment and intervention practices.
2. Develop competency in assessment and treatment planning for autistic individuals, with attention to evidence-based practices and person-centered care.
3. Explore interdisciplinary approaches to supporting autistic individuals in diverse environments, including home, school, community, and healthcare settings.
4. Identify the roles of various professionals (e.g., SLPs, OTs, PTs, psychologists, educators) in supporting autistic individuals. Identify best practice interventions and services for students with autism spectrum disorders across the lifespan.

5. Understand how to promote inclusive practices that support full participation and communication access for autistic individuals across contexts and with varied communication partners.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online (synchronous). Students will meet via zoom for two hours once a week. The first 45 minutes will involve discussions and lectures around the assigned reading. The second hour students will be divided into small groups to complete the assigned learning activities. For the last 30 minutes will involve a wrap up and class discussion of the small group learning activities.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **2-credit-hour course**. According to [Ohio State policy](#), students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to attend all of the online meetings. If you have a situation that might cause you to miss an entire week of class, discuss it with me **as soon as possible**.
- **Office hours: OPTIONAL**
My office hours are optional. I am available by appointment throughout the semester. Please contact me to set-up an appointment. I am happy to meet with you to discuss course material, content, or other related topics.

COURSE MATERIALS AND TECHNOLOGIES

REQUIRED READINGS (LOCATED ON CARMEN)

Appel, J. M. (2024). Ethical and Legal Aspects in the Treatment of Autism Spectrum Disorder. *Focus*, 22(2), 184-188.

Dawson, M., & Fletcher-Watson, S. (2022). When autism researchers disregard harms: A commentary. *Autism*, 26(2), 564-566.



- Hughes, M. M., Kirby, A. V., Davis, J., Bilder, D. A., Patrick, M., Lopez, M., ... & Maenner, M. J. (2023). Individualized education programs and transition planning for adolescents with autism. *Pediatrics*, 152(1), e2022060199.
- Kazhine, S., & Hadem, W. C. (2025). Vocational Training and Skills Development for Autistic Adults: Exploring Diverse Approaches. *International Journal of Interdisciplinary Approaches in Psychology*, 3(2), 211-229.
- Kouo, J. L., Kouo, T. S., & Gallogly, J. (2022). Brief report: The experiences of families of children with an autism spectrum disorder when seeking patient-and family-centered care. *Journal of Autism and Developmental Disorders*, 52(9), 4172-4180.
- Lee, C. E., & Kim, J. G. (2022). Person-centered transition planning for youth on the autism spectrum: What are we still missing?. *Exceptionality*, 30(3), 173-186.
- Micai, M., Fatta, L. M., Gila, L., Caruso, A., Salvitti, T., Fulceri, F., ... & Scattoni, M. L. (2023). Prevalence of co-occurring conditions in children and adults with autism spectrum disorder: A systematic review and meta-analysis. *Neuroscience & Biobehavioral Reviews*, 155, 105436.
- Pizzano, M., Shire, S., Shih, W., Levato, L., Landa, R., Lord, C., ... & Kasari, C. (2024). Profiles of minimally verbal autistic children: Illuminating the neglected end of the spectrum. *Autism Research*, 17(6), 1218-1229.
- Reetzke, R., Singh, V., Hong, J. S., Holingue, C. B., Kalb, L. G., Ludwig, N. N., ... & Landa, R. J. (2022). Profiles and correlates of language and social communication differences among young autistic children. *Frontiers in psychology*, 13, 936392.
- Reichow, B., Doehring, P., & Volkmar, F. R. (2025). Evidence-Based Practices in Autism: Where We Started to Where We Are Now. In *Handbook of Evidence-Based Practices in Autism Spectrum Disorder* (pp. 3-14). Cham: Springer Nature Switzerland.
- Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of autism and developmental disorders*, 38(7), 1311-1319.
- Reyes, C., Perzynski, A., Kralovic, S., Taylor, H. G., Wexberg, S., Zhu, S., ... & Roizen, N. (2022). Factors associated with transition planning in autism and other developmental disabilities. *Journal of Developmental and Physical Disabilities*, 34(1), 43-56.
- Seagraves, K. (2021). Effective Job Supports to Improve Employment Outcomes for Individuals With Autism Spectrum Disorder. *Journal of Applied Rehabilitation Counseling*, 52(2).
- Stavrou, K. (2025). Independent Living for Individuals With Autism. In *Tools for Promoting Independent Living Skills in Individuals with Disabilities* (pp. 151-170). IGI Global.

Wagner, S., Rubin, I. L., & Singh, J. S. (2022). Underserved and undermeasured: A mixed-method analysis of family-centered care and care coordination for low-income minority families of children with autism spectrum disorder. *Journal of Racial and Ethnic Health Disparities*, 9(4), 1474-1487.

Watling, R., Benevides, T., & Robertson, S. M. (2023). Family-centered interventions for children on the autism spectrum (2013–2021). *The American Journal of Occupational Therapy*, 77(Supplement 1), 7710393210.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom text, audio, and video chat

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

CARMEN ACCESS



You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Classroom based learning activities (11 x 4 points each)	44 points
Assignments (9 x 4 points each)	36 points
Interdisciplinary Case Presentations	20 points
Total	100

See course schedule below for due dates.

Assignment Descriptions

Classroom based learning activities – students will be broken into small groups for the classroom-based learning activities. After completing the learning activity within the small group, the class will reconvene for a large group discussion around the learning activity. **Students must be present in class to get credit for the activity.**

Assignments must be uploaded to Carmen Sunday at 11:59 pm. Assignments will be accepted up to one week late for partial (50% credit).

Case Study Presentations – students will be assigned to a team and each team will be responsible for a case study. During the Interdisciplinary Case Study Workshops, students work in teams to analyze complex cases and develop collaborative treatment plans, which will be presented to the class.

Grading scale

93–100% (93–100 points): A
90–92.9% (90–92.9points) : A-
87–89.9%(87–89.9points): B+
83–86.9% (83–86.9points): B
80–82.9% (80–82.9points): B-
77–79.9% (77–79.9points): C+
73–76.9% (73–76.points) : C
70 –72.9% (70 –72.9points): C-
67 –69.9% (67 –69.9points): D+
60 –66.9% (60 –66.9points) : D
Below 60% (0-59.9 points): E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

PLEASE SEE THIS LINK FOR THE UP-TO-DATE UNIVERSITY POLICIES RELATED TO CLASSROOM LEARNING & ACCOMMODATIONS

<https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>

Additional University Resources including Counseling and Consultation Services / Mental Health Services and Content Warning Language:

<https://ugeducation.osu.edu/academics/syllabus-policies-statements/optional-syllabus-statements>

Class Specific Policies

- **Assignments:** Your assignments should be your own original work. The use of AI is prohibited for these assignments.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.



COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Topic: Course Overview & Interdisciplinary Foundations Readings: Syllabus, ASHA Practice Portal on Autism, ASHA on Communication about Autism Learning Activity: Small group discussion of personal perspectives and biases about autism Assignment: Reflection paper on personal perspectives and biases about autism
2		Topics: Advanced Social-Communication Profiles Readings: Learning Activity: Case-based discussion Assignment: Reflection on case-based discussion
3		Topics: Restricted, Repetitive Behaviors, Sensory Differences & Motor Differences Readings: Case-Smith et al., (2015), and Black et al., (2017) Learning Activity: Design a sensory-friendly activity for a clinical or educational setting
4		Topics: Autism Diagnosis; Autism Diagnosis in Culturally and Linguistically Diverse Patients Readings: Autism Self-Diagnosis Article, Evolution of Autism Diagnosis article, Yates & Couteur (2016), Volkmar & Reicow (2013), Volkmar & McPartland (2014) Learning Activity: Case-based discussion Assignment: ASHA cultural competence checklist and reflection
5		Topics: Complex Assessment Scenarios Readings: Learning activity: Case-based discussion Assignment: Reflection on case-based discussion
6		Topics: Behavioral Supports and Communication Readings: Pizzano et al (2024) & Reetzke et al (2022)

Week	Dates	Topics, Readings, Assignments, Deadlines
		Learning Activity: Case-based discussion Assignment: Reflection on case-based discussion
7		Topics: Family-Centered and Culturally Responsive Practices Readings: Kouo et al (2022); Wagner et al. (2022); Watling et al (2023) Learning Activity: Case-based discussion Assignment: Reflection on case-based discussion
8		Topics: Transition Planning Readings: Hughes et al (2023); Lee et al., (2022); Reyes et al (2022); Learning Activity: Case-based discussion Assignment: Create a transition plan based on the case discussion
9		Topics: Vocational/Work Based Supports/Community Independence Readings: Kazhine & Hadem (2025); Seagraves (2021); Stavrou (2025) Learning Activity: Develop one of the following • Vocational and community-based supports for a hypothetical client • Interdisciplinary planning for independence for a hypothetical client
10		Spring Break
11		Topics: Mental Health and Co-occurring Conditions Reading: Micai et al (2023) Learning Activity: Case-based discussion focusing on one of the following topic areas: • Anxiety, depression, ADHD, and trauma in autistic individuals • Role of SLPs in supporting emotional regulation and communication • Collaboration with mental health professionals
12		Topics: Ethics and Controversies in Autism Practice Readings: Appel (2024); Dawson & Fletcher-Watson (2022) Assignment: Complete a reflection paper on one of the following topics • Neurodiversity movement and critiques of ABA • Gestalt language processing • Ethical decision-making in intervention • Informed consent and autonomy



Week	Dates	Topics, Readings, Assignments, Deadlines
13		Topics: Research to Practice Readings: Reichow et al (2025); Reichow et al (2008) Learning Activity: Article critique
14		Topics: Interdisciplinary Case Study Workshop Learning Activity: • Students work in teams to analyze complex cases and develop collaborative treatment plans
15		Topics: Interdisciplinary Case Study Workshop Learning Activity: • Students work in teams to analyze complex cases and develop collaborative treatment plans
16		Topics: Interdisciplinary Case Presentations & Reflections Learning activities • Student-led presentations on selected topics or case studies • Reflection on interdisciplinary learning
Finals Week		There is no final for this class

CLASSROOM-BASED LEARNING ACTIVITY RUBRIC

This rubric is used to assess classroom-based learning activities in a graduate-level autism course for allied health students. Students must be present in class to receive credit.

Criteria	Exceeds Expectations (1 pt)	Meets Expectations (0.75 pt)	Approaching Expectations (0.5 pt)	Does Not Meet Expectations (0 pt)
Engagement & Preparedness	Actively participates in all aspects of the activity; demonstrates thorough preparation and understanding of assigned materials.	Participates in the activity and shows adequate preparation.	Participates minimally or shows limited preparation.	Does not participate or is unprepared.
Application of Research to Practice	Thoughtfully integrates research findings with clinical implications; provides insightful contributions.	Appropriately connects research to clinical practice.	Makes vague or general connections between research and practice.	Fails to connect research to clinical practice.
Collaboration & Teamwork	Consistently contributes to group work, encourages others, and helps facilitate group success.	Works well with group and contributes to task completion.	Contributes inconsistently or has difficulty working with others.	Does not contribute to group work or disrupts collaboration.
Communication in Large Group Discussion	Shares ideas clearly and respectfully; builds on others' contributions and promotes discussion.	Shares ideas when prompted; communicates respectfully.	Rarely contributes or communicates unclearly.	Does not contribute to the discussion.



REFLECTION PAPER RUBRIC

This rubric is used to assess reflection papers in a graduate-level autism course for allied health students. Each criterion is scored on a 4-point scale.

Criteria	Exceeds Expectations (1 pt)	Meets Expectations (0.75 pt)	Approaching Expectations (0.5 pt)	Does Not Meet Expectations (0 pt)
Depth of Reflection	Demonstrates deep insight and thoughtful reflection; explores personal and professional implications.	Provides adequate reflection with some insight into personal or professional implications.	Reflection is superficial or lacks depth; limited personal or professional connection.	Minimal or no reflection; lacks relevance or insight.
Integration of Course Content	Effectively integrates course concepts, readings, and discussions to support reflection.	Includes relevant course content with some integration into reflection.	Limited or inconsistent integration of course content.	Little or no reference to course content.
Clarity and Organization	Well-organized and clearly written; ideas flow logically with strong transitions.	Generally clear and organized; minor issues with flow or transitions.	Some disorganization or unclear sections; weak transitions.	Disorganized or difficult to follow.
Professional Writing and APA Style	Writing is professional and free of errors; APA style is used correctly throughout.	Few writing or APA errors; generally professional.	Several writing or APA errors; somewhat unprofessional.	Frequent writing or APA errors; lacks professionalism.

STUDENT-LED CASE STUDY PRESENTATION RUBRIC

This rubric is used to assess student-led case study presentations in a graduate-level autism course. Students work in teams to analyze complex cases and develop collaborative treatment plans. The assignment is worth 20 points.

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Case Analysis	Thorough and insightful analysis of the case; identifies key issues and implications.	Clear analysis with identification of most key issues.	Basic analysis with some key issues missing or underdeveloped.	Limited or unclear analysis; key issues not identified.
Treatment Planning	Comprehensive and realistic treatment plan with clear rationale.	Appropriate treatment plan with some rationale provided.	Treatment plan is somewhat vague or lacks full rationale.	Treatment plan is incomplete or lacks rationale.
Team Collaboration	Team members collaborate seamlessly; roles are clearly defined and balanced.	Team collaborates well with minor imbalances in participation.	Some collaboration evident but uneven participation.	Minimal collaboration; unclear roles or unequal participation.
Presentation Skills	Presentation is clear, engaging, and well-organized; excellent use of visuals and timing.	Presentation is clear and organized; good use of visuals and timing.	Presentation is somewhat disorganized or unclear; limited use of visuals.	Presentation is difficult to follow; poor use of visuals or timing.
Use of Evidence-Based Practice	Extensive use of current, evidence-based practices integrated throughout.	Good use of evidence-based practices with some integration.	Limited use or understanding of evidence-based practices.	Little or no use of evidence-based practices.