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FOREWORD

This fully online program provides theoretical and research background that is necessary to fully appreciate and share the literature and research on Autism Spectrum Disorders (ASD). The courses convey knowledge about the full range of current strategies and skills that parents, educators, social service professionals, therapists, and other professionals need to work effectively with students with ASD. The courses explore the characteristics, positive behavior supports, academic strategies, and effective community collaboration for students with ASD. At the conclusion of the program, each participant will assemble a portfolio of assignments from the four core courses that will reflect their unique interest in ASD as well as the connection between ASD and the participant’s professional development.

The Autism Spectrum Disorder program is designed for two different types of individuals:

**California Teachers seeking an Added Authorization Autism Spectrum (AAAS)**
Those individuals who hold an active and valid California teaching credential and need to add the AAAS (Added Authorization Autism Spectrum) authorization on their credential. Upon completion of the program these candidates are recommended to CTC for the AAAS authorization on their credential. These candidates are not eligible to receive an academic certificate from UCLA Extension upon completion from the program, per CTC rules.

Not all teachers qualify for the AAAS authorization on their credential. It is the responsibility of the candidate to verify with CTC if they qualify for the AAAS authorization. [Check this chart](#) to see if your CA teaching credential qualifies for the AAAS authorization.

**Professional Development Candidates seeking a certificate**
The program is also designed for those individuals who do not hold a CA teaching credential and wish to enroll in the program for professional development. Candidates living outside of the state of California may also enroll in the program for professional development. Upon successful completion of the program, candidates are eligible to receive an academic certificate from UCLA Extension, not an authorization.

**Requirements:**
- Access to a computer, a valid email address, and working knowledge of basic computer applications including word processing applications, internet browsers, and email.
• Access to K-12 students(s) with Autism Spectrum Disorders
• Completion of Introduction to the Study of Educating and Supporting Students with Autism Spectrum Disorder (Added Authorization in Special Education: ASD)
• Must complete the program within 2 years

Program Completion Requirements
• Successful completion of all coursework with an overall 3.0 GPA or higher and a minimum of a “B” letter grade in all courses
• Completion of Student end of program survey
• Completion of Employer end of program survey, only applicable to those candidates going through the program for an authorization

Course Requirements
• Access to a computer, a valid email address, and working knowledge of basic computer applications including word processing applications, internet browsers, and email

Clear Education Specialist Program
Candidates accepted into an Added Authorization program must currently hold a Preliminary Education Specialist teaching credential or be eligible for a Preliminary Education Specialist teaching credential prior to recommendation for the Added Authorization. The Added Authorization courses may, also, be considered part of coursework for completing the Clear Education Specialist program.
# PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Units</th>
<th>Course Fee</th>
<th>Quarters Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 728.1 Introduction to the Study of Educating and Supporting Students with Autism Spectrum Disorder (Added Authorization in Special Education : ASD)</td>
<td>0</td>
<td>$25</td>
<td>Summer, Fall, Winter, Spring</td>
</tr>
<tr>
<td>EDUC X 429.20A Characteristics of Students with Autism Spectrum Disorder (ASD)</td>
<td>4.5</td>
<td>$687</td>
<td>Summer</td>
</tr>
<tr>
<td>EDUC X 429.21A Positive Behavior Support for Students with ASD</td>
<td>4</td>
<td>$650</td>
<td>Fall</td>
</tr>
<tr>
<td>EDUC X 429.22A Academic Strategies for Students with Autism Spectrum Disorder (ASD)</td>
<td>4</td>
<td>$650</td>
<td>Winter</td>
</tr>
<tr>
<td>EDUC X 429.23A Effective Collaboration for Students with Autism Spectrum Disorder (ASD)</td>
<td>4</td>
<td>$650</td>
<td>Spring</td>
</tr>
<tr>
<td>EDUC X 429.24 Portfolio for Educating and Supporting Students with Autism Spectrum Disorder (ASD)</td>
<td>2</td>
<td>$249</td>
<td>Summer, Winter</td>
</tr>
<tr>
<td><strong>Total Courses: 6</strong></td>
<td><strong>18.5</strong></td>
<td><strong>$2911</strong></td>
<td></td>
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</table>

The ASD Added Authorization program consists of five courses plus an introduction to the Study of Education and Supporting Students with ASD. UCLA Extension is on a quarter system and is not on a semester system. Course offerings and fees are subject to change.

The orientation must be taken during the first quarter. The orientation course provides a clear understanding of the Educating and Supporting Students with Autism Spectrum Disorder (ASD) Certificate, including its scope and goals, requirements, standards, and procedures that affect competencies. It is a prerequisite for all other courses in the program and includes formal application to the program.
EDUC 728.1 Introduction to the Study of Educating and Supporting Students with Autism Spectrum Disorder-Added Authorization in Special Education: ASD (0 Units)
This orientation provides a clear understanding of the Educating and Supporting Students with Autism Spectrum Disorder (ASD) Certificate, including its scope and goals, requirements, standards, and procedures that affect competencies. It is a prerequisite for all other courses in the program and includes formal application to the program.

EDUC-X 429.20 361397 Characteristics of Students with Autism Spectrum Disorder (ASD) (4.5 Units)
Instruction focuses on an overview of types, characteristics, and symptoms, including a discussion of current research, theories, and myths regarding Autism Spectrum Disorder (ASD). Discussion also includes how ASD features may impact a student's classroom activities, behavior, and learning. The course provides a variety of strategies and practical applications for teachers to use when engaging students with ASD to promote social skills and peer integration, enhance learning, and prevent and manage behavioral challenges.

This course meets the following Standards for Education Specialist Added Authorization in ASD
ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder

Course Objectives:
Upon completion of the Education Specialist Added Authorization in ASD, the student will be able to:
- Define and discuss professional terminology related to teaching individuals with ASD
- Demonstrate knowledge of the impact of ASD on communicating, learning, and accessing environments.
- Discuss theoretical and practical issues related to teaching individuals with ASD within general education and special education, including academic, behavioral and social challenges
- Investigate competencies needed in teaching individuals with ASD
- Characterize the various indicators for assessing and diagnosing ASD
- Understand the academic and behavioral supports needed in teaching individuals with ASD in a variety of to the following: inclusive general education classroom, special day classroom, non-public school, and residential setting.

EDUC X 429.21A Positive Behavior Support for Students with ASD (4 units)
Learn to manage safe and effective learning environments for students with ASD. Instruction focuses on fostering self-esteem, appropriate behavior social skills, and successful peer interactions in students with ASD as well as intervention strategies for classroom use.

By the end of the course, participants will:
- Demonstrate through class discussions, reflections and a final project the ability to accurately describe appropriate reinforcements, timing and fading with a minimum of two e-mates each week.
• Articulate in 500 words or less two case studies a narrative design for structuring appropriate learning environments using appropriate procedure, strategies and terminology.
• Review and critique scenarios by identifying the behavior impeding learning through various strategies (e.g. ABA, ABC etc.) and provide a detailed description of the strategies used to find the function of the behavior, as well as, a detailed description of strategies employed to shape the targeted behavior.
• Chart a student’s behavior using appropriate charting and terminology.
• Participants will choose a student’s behavior to implement a Behavior Intervention Plan with 80% accuracy. Participants will choose a second scenario from choices given above to describe a behavior and correctly complete a Functional Behavior Assessment that adheres to proper standards with 80% accuracy.

EDUC X 429.22A Academic Strategies for Students with ASD (4 units)
This course covers the principles and strategies of assessment, curriculum, and instruction appropriate for students with ASD. The relationship among assessment, data collection, and instructional planning is reviewed and explored. Includes hands-on experience with a variety of instructional and assessment strategies, activities, and materials to help develop a personal pedagogical style appropriate for students with ASD.

Upon completion of the Education Specialist Added Authorization in ASD, the candidate will be able to:
• Demonstrate the understanding and skills necessary to assist and encourage the successful participation of students with ASD in inclusive settings and other diverse educational environments.
• Structure various learning environments to meet the diverse needs of students with ASD
• Design, implement, and evaluate strategies to teach and/or strengthen appropriate and effective student learning for students with ASD
• Differentiate instruction for diverse educational settings.
• Collect, utilize and analyze assessment data to design relevant and appropriate curriculum for students with ASD
• Explore and adopt varied instructional strategies such as direct instruction, collaborative learning, peer - supported, and project based learning.
• Utilize educational technology as well as assistive technology as classroom supports for students with ASD

EDUC X 429.23A Effective Collaboration for Students with ASD (4 units)
This course focuses on effective collaboration and communication skills for engaging students with ASD and their caregivers and family members, as well as health professionals and other service providers. Instruction emphasizes participating as a team member in preparing programs for students with ASD as well as developing, implementing, and evaluating integrated services in reflection of transitional stages across the life span.

This course meets the following Standards for Special Education Added Authorizations:
ASD Standard 3: Collaborating with Other Service Providers
Course Objectives:
Upon completion of the Education Specialist Added Authorization for Autism Spectrum Disorder, the Student will be able to:

- Understand the theoretical framework for collaborative consultation.
- Understand the role of the special educator as a consultant in the education of students with ASD, including those of diverse cultural or linguistic backgrounds.
- Effectively communicate and collaborate with students, families, community, and education professionals.
- Access and identify appropriate community resources for students with ASD.
- Design programs for students with ASD, including long term planning of educational, vocational, and community services.
- Foster positive self-esteem within students with ASD.
- Facilitate the student’s transition to independent living and job opportunities.

EDUC X 429.24 Portfolio for Educating and Supporting Students with Autism Spectrum Disorder (ASD) (2 Units)

This course provides the candidate with experiences that enhance knowledge, skills, and dispositions included in successful academic/instructional and social/behavioral learning environments for students with Autism Spectrum Disorder.

Education X429.24 Portfolio is designed to serve as a cumulative capstone course for the Program and as a unique opportunity for teachers to assemble evidence of knowledge, skills and abilities in all domains throughout the program. In practical terms, candidates are expected to:

Upon completion of the Education Specialist Added Authorization in ASD, the student will be able to:

- Demonstrate a practical understanding of the Portfolio and the role of the portfolio in the special needs learners/ASD program
- Create a unique portfolio that incorporates artifacts from previous courses in the program, using a rubric (this can be found in the Course Documents section of the course)
- Through regular participation in online discussion forums, provide constructive feedback on draft portfolios created by peers
- Through regular participation in online discussion forums, provide concrete examples of how strategies acquired in the program were implemented in the classroom, including best practices and challenges
- Through regular participation in online discussion forums, provide feedback about the program as a whole, including recommendations for improvement
- Demonstrate an understanding of the credential recommendation process (how candidates are recommended to the California Commission on Teacher Credentialing once the program has been completed)
- Communicate/collaborate effectively with fellow candidates and the instructor using vocabulary and writing style appropriate for discussion boards
• Use the Canvas platform to post draft portfolios and the instructor around topics related to special needs learners/ASD

APPLICATION AND CANDIDACY FEE

To be able to enroll in the courses you must:

• Complete a mandatory one-time survey, which takes no more than 5 minutes to complete. Permission to enroll in the courses will not be granted until the survey has been completed. The survey is only completed one time. Click here to complete the survey.

• Once you have completed the survey, please go online or call Enrollment Services to create your UCLA Extension student ID number. Your student ID number can be created when enrolling in the ASD 728.1 Introduction, which is not restricted.

• Once you have completed the survey and enrolled into the orientation, email the program to provide us with your student ID number. During that time, we will grant you permission to enroll in the ASD courses and we will grant you permission to pay the $100 candidacy fee.

• Candidates will need to pay one of the two project codes based on their reason for going through the program:
  o TT348: Candidates who need the ASD authorization on their valid and active CA credential
  o CF584: Candidates who are taking the program for professional development and do not need an authorization

*Per the Education department policy, candidates who complete the program for an authorization recommendation on a valid and active CA credential do not qualify to receive an academic certificate from UCLA Extension. Only candidates who complete the program for professional development, or other reasons qualify for an academic certificate from UCLA Extension.

CTC LINKS AND RESOURCES

CA Commission on Teacher Credentialing
https://www.ctc.ca.gov/

Added Authorizations in Special Education (AASE)
https://www.ctc.ca.gov/docs/default-source/leaflets/cl890.pdf?sfvrsn=0
WAIVER AND/OR TRANSFER CREDIT

Equivalent coursework from other higher education institutions: Teachers with equivalent coursework from other institutions may request a course substitution for a UCLA Extension course by using the forms in the program application and by submitting all necessary supporting documents by the application due date or during an advisement session. A program administrator will review the request and approve the substitution if there is sufficient evidence that the previous coursework is equivalent to the program coursework. Supporting evidence must include unofficial transcripts and course syllabi. If course syllabi are not available, detailed course descriptions may be submitted. Students may request to apply such coursework, through advanced standing or substitution, for up to 25% of the total required units of an Extension specialization or certificate program.

The Transfer Credit Petition Form is available at this web URL: https://ucla.box.com/s/4ui6raiyzidegn1ctc2eu4wo7eg7jamg

TECHNICAL SUPPORT

Getting Set Up to Use Canvas for Online Courses
Our courses use an online learning management system called Canvas for course content presentations, discussions, assignments, and alerts. After enrolling in an online course, students receive a “Welcome” email with Canvas login information.

To access Canvas, click here: https://my.uclaextension.edu/login/canvas. Canvas will only show courses that are online or web-enhanced (courses with required or supplemental online course materials). To verify enrollment in other courses, log in to the Student Portal website at www.uclaextension.edu.

Canvas Orientation
We strongly suggest that students view the video orientation if they are new to online learning and/or they want more information about Canvas. The orientation is available at https://resources.instructure.com/courses/32. To access specific guides, please visit http://guides.instructure.com/.

Technical Requirements to Access Canvas
For detailed information visit:
- http://guides.instructure.com/s/2204/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas
If you are using a school/work email address as your Canvas email, you should check with that organization’s network administrator to ensure that you can receive emails and attachments from Canvas. Many organizations use firewalls that prevent this.

**Support for Canvas**

For administrative, technical, and general support, you can submit a [Request for Support](#) to UCLA Extension’s Canvas support team. Be sure to clearly identify what you need in the “Your Message” box, and provide a valid email address and the course registration number.

**Student Portal**

Log in to the Student Portal website at [www.uclaextension.edu](http://www.uclaextension.edu) to view grades, verify course enrollment, review entire enrollment history, and more. If you have not already set up a username and password for your student portal, follow the steps under “I’m A New Student” to create your account.

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**IMPORTANT CONTACT INFORMATION**

The Credentials Unit is open from 8:00 a.m. to 12:00 p.m. and 1:30 p.m. to 5 p.m. Monday through Friday. Academic counseling is provided by the program coordinator. To ensure that the appropriate person is available for phone or in-person advising, we strongly recommend making an appointment at least 48 hours in advance. Individuals can also contact anyone in the Credentials Unit through email at the main email address provided below.

- **Education Department Main Line:** (310) 825-4191
- **Credentials Unit Main Email:** credentials@uclaextension.edu
- **UCLA Extension Registration Office:** (310) 825-9971
- **Refunds:** refunds@uclaextension.edu
- **Canvas /Office of Instructional Development and Learning Support:** support@unexonline.zendesk.com
- **Interim Program Director:** Helen Davis, Ed.D.
  [hdavis@unex.ucla.edu](mailto:hdavis@unex.ucla.edu)
- **ASD Program Coordinator:** Lauren Flemming
  (310) 206-8342
  [lflemming@uclaextension.edu](mailto:lflemming@uclaextension.edu)
Minimum Grade and GPA Policy

In order to remain in good academic standing, students must earn a letter grade of B (83%) or better or a grade of Satisfactory in all program courses. Please note that a B- or lower is considered failing. Should a student fail a course, they will be required to retake the course at their own expense. When a student earns a passing grade after repeating a course, the passing grade (not the failing grade) for that course will be used to calculate the cumulative GPA. Failure to comply with the minimum grade or GPA policies stated above will result in academic probation or dismissal from the program.

Participation

If a student fails to participate in a course activity and/or fails to submit assignments, and does not communicate with the instructor to provide an explanation as soon as possible, the student will be graded only on the work that has been completed. If a student is struggling to complete assignments and participate in course activities during stated time frames, the student must be proactive about contacting the instructor for assistance.

Late Work and Assignment Extensions

Upon request from a student prior to a given deadline, instructors may issue an assignment deadline extension at their discretion. Students may be granted two such extensions from an instructor in any given course. A third assignment extension would require the student to get program approval using an extenuating circumstances form.

Incomplete Grade

Incomplete grades are rarely given and only under extenuating circumstances. An incomplete grade is made at the discretion of the induction program director. An incomplete will only be assigned under all of the following conditions:

- The student has earned at least a 73% or a C grade in the course based on all work that has already been submitted and graded, and it will be possible that enough points could be earned on outstanding assignments to bring the final course grade up to an 83% or B grade.
- The student’s participation has been satisfactory throughout the duration of the course.
• The student’s outstanding work may be reasonably completed in an agreed upon period of not more than one month after the last official day of the course.
• Prior to the last official day of the course, the student has submitted an extenuating circumstances form to the program coordinator to request the incomplete, and the request has been approved.

Withdrawal Policy

If a student withdraws from a required course, the course must be retaken. No refund will be given if the withdrawal is after the course refund deadline.

Extenuating Circumstances

As a student at UCLA Extension, you will need to adhere to your assignment deadlines. Sometimes however, circumstances beyond your control can impact your ability to submit work or attend an examination. The university has a policy of taking into account some circumstances that affect students’ academic study. These “extenuating circumstances” are defined as:

“A circumstance that is **beyond your control** and **could not have reasonably been foreseen** and **acted upon** that will prevent you from **completing an assessment** at or by the specified time or will **have a significant negative effect on your performance** in that assessment.”

What is considered to be an extenuating circumstance?
The following are generally considered to be acceptable extenuating circumstances, providing that they are supported by appropriate evidence:

• Acute illness or injury
• Extended illness or injury
• Acute illness of another person
• Bereavement
• Significant domestic and/or personal problems
• Court attendance
• Unforeseen work commitment (part-time/distance learning/students only)
• Active exercise of citizenship
• Unforeseen major transport difficulties
• Victim of criminal activity

Accepting an extenuating circumstances claim is at the discretion of the program department and the instructor.

What is not considered an extenuating circumstance?
There are a number of areas that are not considered to be valid extenuating circumstances. These include general pressure of academic work as you are expected to have planned your work schedule and personal computer/IT device problems and to have taken adequate precautionary measures (e.g. backups and checking compatibility with University systems). Religious observance is not viewed as a
valid extenuating circumstance as such issues are not unforeseen; students should instead discuss with a program advisor whether a ‘special provision’ claim can be made for an assessment.

How do I make a claim?
If extenuating circumstances occur and you anticipate that these will cause a delay in submitting your work or prevent attendance at an examination, you will need to submit an Extenuating Circumstances Claim and appropriate evidence to your School(s). You should submit your claim as soon as you become aware of the problem and prior to the examination and/or coursework deadline. Claims may also be accepted after the coursework deadline or examination, providing that they are submitted within 48 hours of the assignment due date.

Do not delay the submission of your form because you have to wait for a piece of evidence or instructor recommendation form if this means that you will miss the submission deadline (though you will need to tell the program department when you will be able to submit the evidence).

Claims submitted by the deadline will be reviewed by the instructors of the courses impacted, the program manager, and the program director. You will be informed of the decision at the earliest opportunity.

What do I need to submit?
- Extenuating Circumstances Claim Form (Pages 3-6)
- Appropriate Evidence
- Instructor Recommendation Form for Extenuating Circumstances (Page 9)
  Submit a request to your instructors to fill out the ‘Instructor Recommendation Form for Extenuating Circumstances.’ Instructors should submit recommendation forms to credentials@uclaextension.edu

The Extenuating Circumstances form is available at this web URL: https://ucla.box.com/s/vtrm3fbp4xls7e5ffwxe8favuix923g0