COLLEGE OF
THE ROCKIES

EAP-108 – Autism

Health and Human Services

Effective Term & Year: Fall 2022
Course Outline Review Date: 2025-03-01

Program Area: Child Youth and Family Studies

Description:

This course is designed to provide students with an in depth understanding of Autism Spectrum Disorder (ASD) and how to successfully support children and youth with ASD in the K-12 school system. This includes academic, behavioural, and environmental challenges which are specific to ASD. Students learn various skills and strategies to address sensory stimulation, communication, anxiety, and language challenges.

Program Information:

This is a required course for the Child, Youth and Family Studies Program: Education Assistant Specialty.

Delivery Methods: Online

Credit Type: College of the Rockies Credits

Credits: 3

Instructional Activity and Hours:

Activity	Hours
Classroom, Directed Studies or Online Instruction	45
Seminar/Tutorials	
Laboratory/Studio	
Practicum/Field Experience	
Co-op/Work Experience	

Other

Total	45

Course Requisites:

- Complete all of the following
    - Earned a minimum grade of C+ (65%) in at least 1 of the following:
        - ENFP 12 – English First Peoples 12
        - ENST 12 – English Studies 12
        - ENGL090 – English – Provincial Level
    - Completed the following:
        - EAP112 – Introduction to Systems, Structure and Roles in Education (4)

Flexible Assessment: No

Course Transfer Credit:

For information about receiving transfer credit for courses taken at either British Columbia or Alberta institutions, please see https://www.bctransferguide.ca/ or https://transferalberta.alberta.ca . For more transfer credit information, please visit https://www.cotr.bc.ca/Transfer

All requests for course transfer credit from institutions in British Columba or elsewhere should go to the College of the Rockies Enrolment Services office.

Textbook Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Boroson, B. (2016). *Autism spectrum disorder in the inclusive classroom: How to reach and teach students with ASD.* Toronto, Ontario: Scholastic.

Hiag, J. & Sutherland, V. (2021). *Cites & sources: An APA documentation guide* (6th ed). Toronto, Ontario: Nelson Publishing.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ *for a complete list of the currently required textbooks.*

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

- apply key terms and concepts related to Autism Spectrum Disorders (ASD)
- describe the characteristics of ASD
- identify a variety of adaptations and modifications that can be used to create an effective learning environment for children and youth with ASD
- describe a variety of adaptations and modifications that can be used for meeting the academic goals of children and youth with ASD
- identify and discuss a variety of strategies for supporting social interaction of children and youth with ASD including social stories and video modelling
- investigate a variety of strategies used to support communication and language of children and youth with ASD
- describe the factors which lead to challenging behaviours in children and youth with ASD, and identify a variety of effective strategies for responding to those behaviours
- demonstrate an understanding of atypical responses to sensation in children and youth with ASD
- compare the causal relationship between anxiety and ASD and investigate a variety of approaches for minimizing its impact in the school environment
- demonstrate an understanding of Theory of Mind, information processing and executive function
- demonstrate an understanding of diagnosis, assessment, funding, category, level of support, transitions, and Individual Education Plans goals and documentation

Course Topics:

- Characteristics, Key Terms and Concepts of ASD
- Diagnosis and Assessment
- Anxiety and ASD
- Regulation and Sensation
- Communication and Language
- Executive Functioning
- Socialization and Self-Esteem
- Theory of Mind
- Challenging Behaviours and Crisis Management
- Adaptations, Modifications and Strategies
- ASD and the School System
- Making Curriculum Happen
- Transitioning to Adulthood

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

Evaluation and Assessments

Assessment Type: Online

Assessment Type	% of Total Grade
Assignment #1	20%
Assignment #2	20%
Assignment #3	20%
Online Discussions	30%
Exam(s)	10%
Total	100%

Grade Scheme

A+	A	A-	B+	B	B-	C+	C	C-	D	F
>=90	89-85	84-80	79-76	75-72	71-68	67-64	63-60			<60

Pass requirements: A passing average (60% or higher) on all assignments and evaluations.

Evaluation Notes Comments:

Note: All evaluation components must be submitted.

Exam Attendance:

Students must attend all scheduled exams at the appointed time and place. Instructors may approve an alternate exam to accommodate an illness or personal crisis. Department heads will consider other written requests. Any student who misses a scheduled exam without prior approval will receive a "0" on the exam.

Academic Policies:

College of the Rockies policies related to courses can be found at https://cotr.bc.ca/about-us/college-policies/ and include the following:

- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Conduct (plagiarism, other cheating, behavioral misconduct)
- Policy 2.5.8 Academic Performance
- Policy 2.5.3 Grade Appeal
- Policy 2.4.9 Student Concerns Re Faculty

Course Changes:

The College of the Rockies updates course outlines regularly to meet changing educational, employment and marketing needs. The instructor will notify students in writing of any updates to this outline during the semester. The instructor reserves the right to revise, add or delete material while meeting the learning outcomes of this course outline.