



EAP-108 – Autism

Health and Human Services

Effective Term & Year: Winter 2025
Course Outline Review Date: 2030-03-01

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 communication 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

Course type/s:

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)

Prior Learning and Recognition: 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 Columbia 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:

Borson, B. (2023). *The General Education Teacher's Guide to Autism: Essential Answers to Key Questions*. Bloomington, IN: Solution Tree Press.

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:

- History and Overview
- Diagnosis and Characteristics
- IEPs and Observing and Documenting
- Anxiety
- Executive Function
- Communication and Language
- Executive Functioning
- Sensory Integration and Information
- Regulation: Co-Regulation, Self-Regulation, and Dysregulation
- Socialization and Self-Esteem
- Communication
- Challenging Behaviour
- Academic Learning

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	15%
Assignment #2	15%
Assignment #3	20%
Discussions and Weekly Activities	50%
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.

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 2.1.4 Course Audit
- Policy 2.4.1 Credential Framework
- Policy 2.4.3 Students with Documented Disabilities
- Policy 2.4.4 Student Rights, Responsibilities and Conduct
- Policy 2.4.8 Academic Performance
- Policy 2.4.9 Student Feedback and Concerns
- Policy 2.4.11 Storage of Academic Works
- Policy 2.5.3 Student Appeal
- Policy 2.5.5 Prior Learning Assessment and Recognition (PLAR)

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.