



Autism – EAP 108

Child, Youth and Family Studies Program

Course Outline

COURSE IMPLEMENTATION DATE: January 2008
OUTLINE EFFECTIVE DATE: September 2020
COURSE OUTLINE REVIEW DATE: March 2025

GENERAL COURSE 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: This course is delivered online.

COTR Credits: 3

Hours for this course: 45 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	45

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:

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Signature

APPROVAL SIGNATURES:

Department Head
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Department Head Signature

Dean Signature

EDCO

Valid from: September 2020 – March 2025

Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT:

Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website) and EAP 112.

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA Yes No

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required 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 <http://go.cotr.bc.ca/tuition/tCalc.asp> 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
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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 ASSESSMENT (Online Delivery):

Assignments	% Of Total Grade
Assignment #1	20%
Assignment #2	20%
Assignment #3	20%
Online Discussions	30%
Exam(s)	<u>10%</u>
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.

Note: All evaluation components must be submitted.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

An overall grade of 60% is required for successful completion of this course

ACADEMIC POLICIES:

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation and penalties for late assignments.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavors to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.