COURSE SYLLABUS
Southeast Missouri State University

Department of Elementary, Early & Special Education       Course No. EX 555

Title of Course: Introduction to Autism Spectrum Disorder       Revision- Spring 2012

I. Catalog Course Description and Credit Hours of Course:
   This course offers an overview of student characteristics, theory and teaching applications for students with Autism Spectrum Disorder (ASD). (3 credit hours)

II. Prerequisite(s): None

III. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:

   A. Demonstrate an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
   B. Identify learning styles of individuals with ASD and the impact of ASD on learning.
   C. Recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.
   D. Demonstrate awareness of current theories of ASD.
   E. Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmacological treatment options, educational treatment options, and prognostic research and information related to ASD.
   F. Identify assistive and instructional technology and natural, alternative and augmentative communication systems for students on the autism spectrum.
   G. Identify immediate and long term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.
   H. Identify Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with ASD.
   I. Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.
   J. Demonstrate behavior management and positive behavior supports for students on the autism spectrum.
IV. Student Learning Outcomes
The student will demonstrate a knowledge base and skills necessary to:
A. Demonstrate an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
B. Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmacological treatment options, educational treatment options, and prognostic research and information related to ASD.
C. Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.

V. Expectations of Students:
Students will be expected to complete the following course requirements:
A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
B. participate in class discussions and activities.
C. check the course website at least twice a week for announcements and postings.

VI. Course Content
A. Current theories and trends associated with ASD. 4 hours
B. Learning styles of individuals with ASD. 6 hours
C. Articulate an informed position in regard to these issues. 4 hours
D. Current theories of ASD. 4 hours
E. Current research-based treatment options related to ASD. 6 hours
F. Demonstrate knowledge of assistive and instructional technology. 4 hours
G. Impact of ASD on families across the lifespan and best practices for working with families. 4 hours
H. Demonstrate knowledge of Federal Laws and Regulations related to ASD. 4 hours
I. Using instructional strategies to address core deficits of ASD. 5 hours
J. Behavior management and positive behavior supports for students on the autism spectrum. 4 hours

VII. Required Textbooks:

VIII. Basis for Student Evaluation:
COMPONENT EVALUATION CHART EX 555

<table>
<thead>
<tr>
<th>Component Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Assignments / 10 at 15 points each</td>
<td>150</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Assignments / 8 at 30 points each</td>
<td>240</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Active Participation / 15 weeks X 10 points</td>
<td>150</td>
<td>WEEKLY</td>
</tr>
<tr>
<td>Quizzes – 5 at 25 points each</td>
<td>125</td>
<td>Periodically</td>
</tr>
<tr>
<td>Philosophy Statement</td>
<td>60</td>
<td></td>
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<tr>
<td>Presentations – Personal Toolkit</td>
<td>75</td>
<td></td>
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<tr>
<td>Exams – 2 @100 points each</td>
<td>200</td>
<td></td>
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<td></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

A. **Forum Assignments**: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.

B. **Assignments** including but not limited to article reviews, class blueprint, brochure, social story, visual support and teacher interview.

C. **A Philosophy Statement** that includes personal beliefs that reflect best practices and the most current literature regarding the education of individuals with ASD.

D. **Personal Resource Kit**: Based on comprehensive knowledge of and experience with ASD, you will compile a personal resource kit in electronic format. Your resource kit should reflect the position you will most likely be in (general education, special education, speech pathology, occupational therapy, administration, etc., ultimately benefitting students on the autism spectrum.

E. **Active Participation**: Students will earn participation and/or activity points associated with each week of class. If there is not full participation for the week (completion of assignments for week) these points are not earned.

F. **Quizzes & Exams**: Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may/may not be covered in class assignments and discussion.