

COURSE INFORMATION													
Course Prefix/Number:	EEX4094	Course Title:	Nature and Needs of Students with Autism Spectrum Disorders										
Number of Credits:	3	Clock Hours:											
Course Action	<input checked="" type="checkbox"/> Add New Course <input type="checkbox"/> Modify Existing Course <input type="checkbox"/> Delete Course												
Degree Type	<input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input type="checkbox"/> C.T.C.												
Credit Type	<input checked="" type="checkbox"/> 01 (A&P) <input type="checkbox"/> 02 (PSV/OCCUP) <input type="checkbox"/> 03 (College Prep) <input type="checkbox"/> 05 (PSAV) <input type="checkbox"/> 15 (EPI)												
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep												
Curriculum Report:	88 / March 2012												
COURSE DESCRIPTION													
<p>The student will learn basic skills, knowledge, and strategies associated with teaching students with autism spectrum disorders (ASD). The student will acquire content and pedagogical knowledge to provide effective instructional practices to students with ASD. Six hours of clinical experience hours are required. Special fee. (3 hr. lecture)</p>													
Prerequisite(s):		Co-requisite(s):											
COURSE COMPETENCIES													
Legend:													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Communication</td> <td style="width: 50%;">6. Social Responsibility</td> </tr> <tr> <td>2. Numbers / Data</td> <td>7. Ethical Issues</td> </tr> <tr> <td>3. Critical thinking</td> <td>8. Computer / Technology Usage</td> </tr> <tr> <td>4. Information Literacy</td> <td>9. Aesthetic / Creative Activities</td> </tr> <tr> <td>5. Cultural / Global Perspective</td> <td>10. Environmental Responsibility</td> </tr> </table>				1. Communication	6. Social Responsibility	2. Numbers / Data	7. Ethical Issues	3. Critical thinking	8. Computer / Technology Usage	4. Information Literacy	9. Aesthetic / Creative Activities	5. Cultural / Global Perspective	10. Environmental Responsibility
1. Communication	6. Social Responsibility												
2. Numbers / Data	7. Ethical Issues												
3. Critical thinking	8. Computer / Technology Usage												
4. Information Literacy	9. Aesthetic / Creative Activities												
5. Cultural / Global Perspective	10. Environmental Responsibility												
Course Competency		Learning Outcome											
Competency 1:													
The student will learn the foundations and fundamentals of autism spectrum disorders by:													
1. Identifying state and federal legislation that has led to the inclusion of students with autism spectrum disorders in the general education classroom.		4. Information Literacy											
2. Summarizing the etiological causes of autism spectrum disorders to include myths and misconceptions not supported by the educational and medical research literature.		1. Communication											
3. Defining "autism" and characteristics of students with autism spectrum disorders.		1. Communication											
4. Outlining the prevalence and subgroups associated with autism spectrum disorders.		4. Information Literacy											
5. Explaining how autism affects communication along the spectrum of pervasive developmental disorders.		1. Communication											
6. Stating the effects that autism spectrum disorders can have on an individual's life.		1. Communication											
Competency 2:													
The student will summarize the importance of assessing the educational strengths and challenges of students with autism spectrum disorders by:													
1. Identifying assessment, educational placement, and services for students with autism spectrum disorders.		2. Numbers / Data											
2. Analyzing assessment and performance data to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine content of Individual Education Plan (IEP).		2. Numbers / Data											
3. Utilizing assessment measures that lead to the evaluation of		3. Critical thinking											

students" present academic performance and functional adaptive behavioral skills for the development of Transition Planning Services.	
4. Comparing and contrasting educational activities to assist in the determination and development of accommodations and modifications that allow students with disabilities to participate in a meaningful way.	3. Critical thinking
5. Evaluating the function of problematic behavior that interferes with social skills development which assist in improving the interpersonal and communication skills of students with autism spectrum disorders.	3. Critical thinking
6. Analyzing performance data and instructional activities use to develop adequate instructional adaptations to the curriculum to address the individual needs of students with autism spectrum disorders.	2. Numbers / Data
Competency 3: The student will identify the roles of the special educator in providing collaboration, resources, and support across settings for students with autism spectrum disorders by:	
1. Identifying effective methods of communication, consultation, collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals as equal members of education teams.	1. Communication
2. Summarizing the use of cross-disciplinary service delivery systems for implementing required components of the IEPs, Family Support Plans, and Individual Transition Plans.	1. Communication
3. Researching different resources that support students with autism spectrum disorders to include early childhood supports, community agencies, transition support services, and vocational rehabilitation services, advocacy groups, and associations.	4. Information Literacy
4. Demonstrating knowledge and skills for assisting families of children with autism spectrum disorders to participate in the decision making process of delivery of special education services, educational placement, and transition planning.	1. Communication
5. Classifying the varying types of supports specific to educational, medical, social, recreational, family, and employment that meet the needs of individuals with autism spectrum disorders across the lifespan.	3. Critical thinking
Competency 4: The student will examine appropriate instructional and behavioral interventions for students with autism spectrum disorders by:	
1. Citing positive interventions to remediate specific behavioral challenges associated with autism spectrum disorders.	1. Communication
2. Applying social and emotional interventions to help students with autism spectrum disorders develop behaviors aligned with adequate stages of human growth and development.	3. Critical thinking
3. Recognizing varying types of classroom management approaches to meet the individual needs of students with autism spectrum disorders.	1. Communication 4. Information Literacy

4. Effectively selecting and implementing a variety of research-based teaching strategies.	3. Critical thinking 4. Information Literacy
5. Demonstrating knowledge of the structured teaching model to effectively plan the use of a variety of instructional methods for supporting students with autism spectrum disorders.	3. Critical thinking
6. Utilizing relevant special education curricula appropriate for a given student's age, instructional needs, and functional performance.	3. Critical thinking
7. Identifying universal design strategies for providing instructional support in general education settings for students with autism spectrum disorders.	4. Information Literacy
Competency 5: The student will demonstrate knowledge of implementing assistive technology and augmentative devices and auxiliary aids for students with autism spectrum disorders by:	
1. Evaluating technological innovations that are suitable for improving the expressive communication, social interaction, independent living, and employability skills of students with autism spectrum disorders.	3. Critical thinking 8. Computer / Technology Usage
2. Planning for the use of technology software to help students with autism spectrum disorders to develop organization and academic skills.	4. Information Literacy 8. Computer / Technology Usage
3. Recognizing the use of assistive technology devices to improve the attention and motivation skills of students with autism spectrum disorders.	3. Critical thinking 8. Computer / Technology Usage
4. Selecting appropriate and effective auxiliary aids that include an assistive technology component for the purpose of delivering instruction and providing independent learning for students with autism spectrum disorders.	3. Critical thinking 8. Computer / Technology Usage
5. Demonstrating knowledge and use of augmentative devices suitable for the daily communication skills of students with autism spectrum disorders.	1. Communication 4. Information Literacy 8. Computer / Technology Usage
6. Utilizing online resources that benefit the educational learning needs of students with autism spectrum disorders.	4. Information Literacy