EDUC630

Course Summary

Course : EDUC630 **Title :** Introduction to Students with Autism Spectrum Disorder (ASD)
Length of Course : 16
Prerequisites : EDUC503 **Credit Hours :** 3

Description

Course Description: This course provides candidates with an examination of characteristics of students with Autism Spectrum Disorder (ASD) across the lifespan. Defining characteristics as outlined in the current Diagnostic and Statistical Manual of the American Psychiatric Association and multidisciplinary peer-reviewed research are examined. Prevalence rates, etiology, and co-morbid conditions are studied relative to historical progression. Ethical implications and obligations related to ASD evaluation, eligibility determination, and implications for educational programming are analyzed with attention to legislative rights and protections under the Individuals with Disabilities Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504).(Prerequisite: EDUC503)

Course Scope:

The scope of the course is to help candidates develop a knowledge base about Autism Spectrum Disorder (ASD) grounded in research and policy in order to effectively attend to students' needs in classroom contexts. The goal of the course is to introduce teachers to a range of legal considerations and diverse characteristics found among students with ASD with related implications that can shape educational decision making.

Objectives

After successful completion of this course, candidates will be able to:

1. Compare and contrast characteristics of students with ASD across the lifespan, including those from culturally diverse backgrounds (CEC-AAS: SEDAS1.S1, ACS13 K1; WVPTS: 1A, 2A; CAEP: 1.1; ISTE: 4A).
2. Assess defining characteristics of ASD as outlined in the current *Diagnostic and Statistical Manual of the American Psychiatric Association* and multidisciplinary peer-reviewed research (CEC-AAS: ACSI1 K3, SEDAS1.K1, SEDAS1.S1, SEDAS1.S2; WVPTS: 1A; CAEP: 1.1; ISTE: 4A).
3. Evaluate ethical implications and obligations related to ASD evaluation, eligibility determination, and educational programming (CEC-AAS: SEDAS1.K2, ACSI5 S2, ACSI5 S3, ACSI5 S4, SEDAS7.S4, SEDAS7.S5; WVPTS: 1B, 1D, 1E, 2B, 3B, 3E, 5I; CAEP: 1.3, 1.5, 1.7, 1.8, 1.9, 2.1; ISTE: 4A).
4. Deconstruct historical progression of prevalence rates, etiology, and co-morbid conditions associated

with ASD (CEC-AAS: SEDAS1.K5, SEDAS1.S3, SEDAS4.K1; WVPTS: 1A; CAEP: 1.1; ISTE: 4A).
5. Analyzes laws, legislation, and litigation related to ASD (CEC-AAS: ACSI1 K1, ACSI5 K4, ACSI5 K5, ACSI5 S1; WVPTS: 1A, 5I; CAEP: 1.1; ISTE: 4A).
6. Appraise the importance of lifelong professional development and self-evaluation (CEC-AAS: SEDAS4.S2, ACSI6 K1, ACSI6 K2, ACSI6 K3, SEDAS6.K1, SEDAS6.K2, ACSI6 S6, SEDAS6.S5, SEDAS6.S6; WVPTS: 4A, 4B, 4C, 4D; CAEP: 1.5, 1.9; ISTE: 5C).

Outline

Week 1:

Objectives

- Describe changes in ASD criteria from DSM-IV to DSM-5.
- Examine co-morbidity in ASD.
- Assess research related to DSM criteria change.

Reading

- Volkmar et al. - Chapter 1

Assignment(s)

- Assignment 1: DSM-5

Forum(s)

- Introductions
- Forum 1: Criteria

Week 2:

Objectives

- Describe symptoms of ASD in infancy and the first three years.
- Compare and contrast play development in children with ASD and typical development.
- Examine development in ASD related to social and language and communication skills.

Reading

- Volkmar et al. - Chapter 5, 9-11

Assignment(s)

- Assignment 2: Development in ASD

Forum(s)

- Forum 2: Early ASD

Week 3:

Objectives

- Describe social functioning and cognitive academic challenges of school-aged children with ASD.

- Examine neuropsychological profiles in ASD.

Reading

- Volkmar et al. - Chapter 6, 13

Assignment(s)

- Assignment 3: Neuropsychological Profiles

Forum(s)

- Forum 3: School-Aged Challenges

Week 4:

Objectives

- Compare and contrast healthcare issues among different age groups of individuals with ASD.
- Examine age appropriate IEP Transition Plan assessment and development.

Reading

- Volkmar et al. - Chapter 4, 8, 22

Assignment(s)

- Assignment 4: Transition

Forum(s)

- Forum 4: Healthcare

Week 5:

Objectives

- Identify key ASD prevalence findings.
- Assess challenges in identifying ASD correlates.
- Describe ASD correlates.

Reading

- Volkmar et al. - Chapter 3

Assignment(s)

- Assignment 5: Correlates

Forum(s)

- Forum 5: Community Report 2014

Week 6:

Objectives

- Identify and describe research supporting maternal lifestyle factors associated with ASD.

- Deconstruct progression of ASD genetic and environmental evidence.

Reading

- Volkmar et al. - Chapter 17-18

Assignment(s)

- Assignment 6: Evidence

Forum(s)

- Forum 6: Maternal Lifestyle

Week 7:

Objectives

- Describe due process regulations.
- Examine and assess ASD case law.

Reading

None

Assignment(s)

- Assignment 7: Presentation

Forum(s)

- Forum 7: Due Process

Week 8:

Objectives

- Describe ASD identification procedure.
- Examine ethical principles for an ASD service provider.

Reading

None

Assignment(s)

- Assignment 8: Ethics

Forum(s)

- Forum 8: Module

Evaluation

Grading:

Name	Grade %

Materials

Book Title: Handbook of Autism and Pervasive Developmental Disorders, Volume 1, Diagnosis, Development, and Brain Mechanisms, 4th ed. (Text required in EDUC630, EDUC631 and EDUC632. Only one purchase required.)

Author: Volkmar, Paul, Rogers and Pelphrey

Publication Info: Wiley

ISBN: 9781118107027

Required Text(s), Reading, and Resources

Volkmar, F. D., Rogers, S. J., Paul, R., & Pelphrey, K. A. (Eds). (2014). *Handbook of autism and pervasive developmental disorders (4th ed.): Volume 1 diagnosis, development, and brain mechanisms.* Hoboken NJ: Wiley.

APUS Library E-Reserve

Additional Resources

VitalSource E-book: How To Get It!

Citation and Reference Style

Candidates will be expected to adhere to APA style throughout this program. *The Publication Manual of the American Psychological Association* (6th ed.) may be purchased and used in all courses.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Click here (http://www.youtube.com/watch?v=9pbUoNa5tyY) to see how to set up APA 6th ed. Publication Manual formatting in all of your Microsoft Word documents.

The Five-Paragraph Essay: Three Formulas for Writing the Basic Academic Essay
http://www.youtube.com/watch?v=GwjmMtTVO1g

APA - APUS epress
http://apus.campusguides.com/content.php?pid=205954&sid=3202561#11507859

APUS Writing Exercise: Create a properly formatted APA paper in this fun and educational interactive.
http://wpc.242f.edgecastcdn.net/00242F/academics/multimedia/_live/EDU/APA_Interactive/home.html

Course Guidelines

Phasellus eros sopien, lacinia eget veut vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, foucibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullomcocper eros. lacinia eget velit vitae, vrvecro finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare 'usto, sit omet ultrices magno phoretro quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcocper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, foucibus magno et, ullamcorper ecos. Phosellus eros sopien, lacinia eget veut vitae, viverra finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare justo, sit omet ultrices magno phoretro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuer ougue nsus ullomcorpec quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, foucibus magno et, ullomcorpec eros.

University Policies

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