

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 626

CHARACTERISTICS OF AUTISM SPECTRUM DISORDER AND ASSESSMENT

COURSE DESCRIPTION

This course provides an overview of autism across the lifespan and examines characteristics, definitions, eligibility criteria, incidence rates, and etiology. Assessment, diagnostic and identification criteria are described, and methods for monitoring the impact of interventions in a variety of service delivery models will be explored.

RATIONALE

As the autism prevalence continues to steadily increase, it is imperative that all classroom teachers and administrators understand the special needs of students with autism spectrum disorder. This is the introduction course leading to earning a comprehensive certificate in Autism by the state of Virginia.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Define the characteristics and diagnosis of autism as defined by the most recent version of the Diagnostic and Statistical Manual of Mental Disorders.
- B. Describe the evidence-based and promising practice interventions that have been identified as best practices based on the needs of the individual and his or her response to the intervention.

- C. Examine the implications of ‘dual’ diagnoses (autism and any other diagnosis from the latest version of the Diagnostic and Statistical Manual of Mental Disorders) and comorbidity.
- D. Design an individualized program using evidence-based and promising practices based on an assessment of an individual’s strengths and weaknesses.
- E. Plan for transition needs of individuals.
- F. Communicate with family and professionals on accommodations and modifications needed to access home, educational, work, and community environments.
- G. Implement intervention activities to support the individual’s goals and objectives.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 7 Discussion Board Forums in this course. For each forum, the thread must be at least 400 words and 3–5 paragraphs. The thread must be supported with at least 2 scholarly sources in current APA format. The candidate will also respond to the thread of at least 1 classmate for each forum. Each reply must be 200–250 words and cite at least 2 scholarly sources in current APA format. (MLO: B, C, D, E, F, G).

- D. Journal Article Reviews (6)

The candidate will complete 6 Journal Article Reviews in this course. Each article must be current (within the last 5 years), related to students with autism, and on the assigned topic for each review. Each review must include a title and reference page and must be at least 1 page. The title and reference page are not included in the page count.

Each review must consist of at least 3 paragraphs: (a) an introductory paragraph that includes a summary of the article, (b) an analysis of the author’s key points, and (c) a personal response/reflection that includes a summary statement on the overall effectiveness of the article. Each review must follow current APA format. (MLO: A, C, D, E)

- E. Assessment Assignment

The candidate will complete an assessment assignment consisting of a variety of essay questions. This assessment will be open-book/open-notes and the candidate may use scholarly research resources to assist with answering the essay questions. (MLO: A, C, F, G)

F. Teacher Training Presentation

The candidate will create a Teacher Training Presentation. This presentation will educate teachers on how to recognize when a person at different stages of development may have ASD and need to be referred for assessment. The presentation may be a Power Point presentation (minimum 15 slides) or a video presentation (minimum of 7 minutes). (MLO: A)

G. Final Assessment

The candidate will complete a final assessment consisting of a variety of essay questions. This assessment will be open-book/open-notes and will cover content found in the readings, Discussion Board Forums, presentations, and research related to this course. (MLO: A-G)

H. Quizzes (7)

The candidate will complete 7 chapter quizzes in this course. Each quiz will cover the textbook readings for the corresponding module/week. All quizzes will be open-book/open-notes and contain 15 true/false and multiple-choice questions. The candidate will have 1 hour to complete each quiz.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 40 pts ea)	280
Journal Article Reviews (6 at 30 pts ea)	180
Assessment Assignment	70
Teacher Training Presentation	110
Final Assessment	150
Quizzes (7 at 30 pts ea)	210
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 626

Textbooks: Buron & Wolfberg, *Learners on the Autism Spectrum* (2014).
Goldstein et al., *Assessment of Autism Spectrum Disorders* (2009).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Buron & Wolfberg: chs. 1–2 Kroncke et al.: chs. 1, 2 & 4. 6 presentations	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	40
		Journal Article Review 1	30
		Quiz 1	30
2	Buron & Wolfberg: chs. 3–4 Kroncke et al.: chs. 3,5 & 6. 2 presentations 1 website	DB Forum 2	40
		Journal Article Review 2	30
		Quiz 2	30
3	Buron & Wolfberg: chs. 5–6 Kroncke et al.: chs. 7-9 2 presentations	DB Forum 3	40
		Journal Article Review 3	30
		Quiz 3	30
4	Buron & Wolfberg: chs. 7–8 Kroncke et al.: chs. 10-12 4 presentations	DB Forum 4	40
		Journal Article Review 4	30
		Quiz 4	30
5	Buron & Wolfberg: chs. 9–10, 13 Kroncke et al.: chs. 13-15 2 presentations	DB Forum 5	40
		Journal Article Review 5	30
		Quiz 5	30
6	Buron & Wolfberg: chs. 11–12 Kroncke et al.: chs. 16-18 1 presentation	DB Forum 6	40
		Assessment Assignment	70
		Quiz 6	30
7	Buron & Wolfberg: chs. 14–15 Kroncke et al.: chs 19-20 1 presentation	DB Forum 7	40
		Journal Article Review 6	30
		Quiz 7	30
		Teacher Training Presentation	110
8	Buron & Wolfberg: chs. 16–17 2 presentations	Final Assessment	150
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.