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

EDSP 377
AUTISM: EDUCATIONAL AND THEORETICAL APPROACHES

COURSE DESCRIPTION
This course provides a comprehensive overview of the different educational approaches and therapies available for children and adults on the autism spectrum. The educational and theoretical approaches discussed within this course will help teacher candidates and professionals in the field of autism alike.

RATIONALE
This course will be required in the Special Education Cognate of the Bachelor of Science in Special Education Interdisciplinary Studies. This course will also be required in the 18 credit hour certificate program in autism spectrum disorders for undergraduate candidates. This certification program is recognized by the Virginia Autism Council.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Understand transition needs of individuals (ex: early intervention to preschool, preschool to elementary school, elementary to middle school, middle to high school, and high school to post-secondary activities).
B. Develop goals that address core deficit areas related to autism (ex: social skills communication, attention, imitation, play/leisure, sensory-motor, and self-regulation).
C. Develop goals designed to target generalization and maintenance of skills across programs, community and school settings, and in the home.
D. Select intervention strategies based on the abilities, learning style, and interests of the individual.

E. Develop an intervention plan for all settings that targets functional and life skills related to caring for self, caring for the home, participating in the community, and working with the team that directly targets individual needs.

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 (8)

The purpose of the Discussion Board Forums is to generate interaction among candidates in regard to relevant current course topics. Discussion Boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be a minimum of 250 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 1 other classmate’s thread. Each reply must be a minimum of 150 words.

D. Journal Article Reviews (8)

The candidate must critically review 8 journal articles. From a provided list of topics, the candidate will select journal articles of his/her choice from the Liberty University Online Library. Each Journal Article Review must be 250–300 words and in current APA format.

E. Communication Strategies and Interventions PowerPoint Presentation

The candidate will create a PowerPoint presentation for a teacher audience that addresses specific strategies and interventions to increase communication skills for students with autism.

F. Autism Intervention Review

The candidate will select 1 autism intervention from a provided list as the focus for the review paper. The candidate will write a critical review of the strengths and weaknesses of the intervention and its generalized value to children or adolescents with ASD. The paper must be 5–8 pages and in current APA format. The paper must include 3 scholarly, peer-reviewed sources in addition to the textbook and the Bible.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (8 at 40 pts ea)</td>
<td>320</td>
</tr>
</tbody>
</table>
Journal Article Reviews (8 at 40 pts ea)  320  
Communication Strategies and Interventions PowerPoint  Presentation  180  
Autism Intervention Review  180  
**Total**  1010  

B. Scale  
A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599  

C. Late Assignment Policy  
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.  
Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:  
1. Late assignments submitted within one week of the due date will receive a 10% deduction.  
2. Assignments submitted more than one week late will receive a 20% deduction.  
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.  
4. Late Discussion Board threads or replies will not be accepted.  
Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.  

D. Disability Assistance  
Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**Course Schedule**

**EDSP 377**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Bogdashina: chs. 1–2  
            Kalyva: ch. 1  
            3 presentations | Course Requirements Checklist  
            Class Introductions  
            DB Forum 1  
            Journal Article Review 1 | 10  
            0  
            40  
            40 |
| 2           | Bogdashina: chs. 3–4  
            Kalyva: ch. 2  
            2 presentations | DB Forum 2  
            Journal Article Review 2 | 40  
            40 |
| 3           | Bogdashina: chs. 5–6  
            Kalyva: ch. 3  
            1 presentation | DB Forum 3  
            Journal Article Review 3 | 40  
            40 |
| 4           | Bogdashina: chs. 7–8  
            Kalyva: ch. 4  
            4 presentations | DB Forum 4  
            Journal Article Review 4  
            Communication Strategies and Interventions PowerPoint Presentation | 40  
            40  
            180 |
| 5           | Bogdashina: chs. 9–10  
            Kalyva: ch. 5  
            4 presentations | DB Forum 5  
            Journal Article Review 5 | 40  
            40 |
| 6           | Bogdashina: chs. 11–12  
            Kalyva: ch. 6  
            2 presentations | DB Forum 6  
            Journal Article Review 6 | 40  
            40 |
| 7           | Bogdashina: ch. 13  
            Kalyva: ch. 7  
            2 presentations | DB Forum 7  
            Journal Article Review 7 | 40  
            40 |
| 8           | Bogdashina: ch. 14  
            1 presentation | DB Forum 8  
            Journal Article Review 8  
            Autism Intervention Review | 40  
            40  
            180 |

**Total** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.