



DEPARTMENT HUMAN SERVICES

COURSE OUTLINE – WINTER 2016

TA1237 VC Autism Spectrum Disorder

1- (2.5-0-0) 15 Hours

INSTRUCTOR: Cassandra Kostuk
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OFFICE HOURS: Tuesdays/Thursdays 3-4:30 p.m. or by appointment

CALENDAR DESCRIPTION: The role of a Teacher Assistant involves assisting children who have Autism Spectrum Disorder. This course provides students with a basic understanding of the characteristics associated with Autism Spectrum Disorder and the issues and strategies relevant to supporting these children in the classroom.

PREREQUISITE(S)/COREQUISITE: N/A

REQUIRED TEXT/RESOURCE MATERIALS: Alberta Learning (2003). Teaching Students with Autism Spectrum Disorders: Programming For Students with Special Needs Series. Edmonton, AB: Alberta Learning

DELIVERY MODE(S): Classes will consist of a combination of lecture, audiovisual experiences, group discussion and hands on experiential learning exercises. Guest speakers may also be included.

COURSE OBJECTIVES:

This course intends to provide students with:

- A basic understanding of the characteristics associated with Autism Spectrum Disorder
- Awareness and comprehension of the issues and strategies relevant to supporting these children in the classroom

LEARNING OUTCOMES:

Upon completion of the course learners will:

1. Understand the background and terminology used in the current medical diagnostic definition of Autism Spectrum Disorders. (ASD)
2. Demonstrate an understanding of the characteristics associated with ASD.
3. Show an understanding of the implications for instruction for students who have ASD.
4. Understand the importance of developing a collaborative parent-school relationship thereby creating a positive and effective outcome for students who have ASD.
5. Exhibit an understanding of how to develop Individualized Program Plans.
6. Demonstrate an understanding of the most effective approaches for supporting the learning of students who have ASD.
7. Provide evidence of an understanding of how to manage student behavior and implement a behavior intervention plan.
8. Show their knowledge gained about effective inclusion strategies.
9. Understand how to help students cope with changes and adapt to a variety of settings.
10. Recognize the roles and responsibilities of the educational assistant with respect to the learning characteristics of students who have FASD.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information

(<http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>)

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

In Class Assignments:	25%	due daily throughout the course
Case Study Assignment:	25%	due April 5
Take Home Quiz 1:	25%	due March 29
Take Home Quiz 2:	25%	April 19

ALL assignments MUST be completed and turned in to pass the course

Submit your assignments on time. On time means at the end of class or, at the latest, 4:30pm on the due date.

It is the instructor's preference that students submit work type written in hard copy in class. Emailed assignments using GPRC email accounts will also be accepted. In class work will be submitted in handwritten form before the end of the class in which it assigned.

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN "C-" IF YOU ARE PLANNING TO TRANSFER TO A UNIVERSITY.**

Important: In order to obtain credit for this course, students must achieve a minimum of a "C-"

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Via West Yellowhead Videoconference, Tuesdays 6-8:50 PM

The following timeline is subject to change. Additional materials other than the textbook may be handed out in class.

	Date	Topic	Reading (Textbook)	Assignments/Quizzes due dates
1.	Mar 15	Course Overview Autism – Intro Characteristics & Types	Chapters 1, 2 & 10	
2.	Mar 22	Guest Speaker/Videos		
3.	Mar 29	Collaborating with Parents Planning Supports	Chapters 3 & 4	Take Home Quiz 1 due
4.	April 5	Classroom Instruction	Chapter 5	Case Study Assignment due
5.	April 12	Managing Challenging Behavior Facilitating Inclusion	Chapter 6 & 7	
6.	April 19	Transition Planning	Chapter 8	Take Home Quiz 2 due

Although the instructor feels that all the material in the textbook is important and interesting, limited class time prevents discussion of all the material covered in the text. You are responsible for learning textbook material that is not discussed in class.

STUDENT RESPONSIBILITIES:

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page.

USE OF MOBILE DEVICES, LAPTOPS AND OTHER ELECTRONIC DEVICES DURING CLASS

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask you to turn off your mobile devices during class. If there is a specific reason you need to have your mobile device turned on in class you may request permission in writing (i.e. sick child).

ABSENCES

In the event that a student will be absent from class, it is the responsibility of the student to personally email or call the instructor BEFORE class time in order for the absence to be considered excused. All other forms of communication will be considered unexcused. It is the individual responsibility of the absent student to request information and materials from the instructor for any class time missed. If a student is not in class they will not have an opportunity to do in class tasks/assignments at another time. The instructor reserves the right to consider an absence excused and to alter this agreement in extenuating circumstances at her discretion.

COMMUNICATION WITH INSTRUCTOR

Please use GPRC email accounts and create a habit of checking your email daily. This will be the main way the instructor communicates with students outside of class time. There are computers available for student use throughout the building. If you require assistance contact IT Help Desk (780) 539-2933/ helpdesk@gprc.ab.ca, Room D3007. The instructor can also be contacted with by calling her office, meeting during office hours or scheduling an appointment.