

## SED-916: Autism Spectrum Disorder

### Independent Study Online Course Syllabus

**Instructor:** Sarah Johnson, Ed.D.  
**Phone:** (559) 453-5569  
**Email:** [sarah.johnson@fresno.edu](mailto:sarah.johnson@fresno.edu)

**Instructor:** Sandra Frisby Ed.D.  
**Phone:** (559) 593-1038  
**Email:** [sandra.frisby@fresno.edu](mailto:sandra.frisby@fresno.edu)

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** ECSE, TK-14 Individuals in the field of Special Education or working with individuals with special needs.

**Course Access:** [connect.fresno.edu](https://connect.fresno.edu)

#### Course Description

This course provides an opportunity to learn about autism spectrum disorders. Students study in-depth psychological, sociological, and vocational aspects of programs designed to serve this population of children. The course also addresses the basic concepts in autism research and education that are foundational in understanding the patterns of behavior, social abilities, and language difficulties that unfold in students with autism spectrum disorders. Participants will understand how assessment drives planning for interventions, and the importance of family, the law, and current research in developing systems of support.

**Note:** Required book must be acquired separately.

#### Required Texts and Course Materials

**Book:** Dunn Buron, K. & Wolfberg, P (2014). *Autism Spectrum: Preparing highly qualified educators and related practitioners*. AAPC Publishing ISBN:978-1-937473-94-5  
<https://www.amazon.com/Learners-Autism-Spectrum-Preparing-Practitioners/dp/1937473945>

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### CEC Ethical Principles Addressed

There are no official state or national standards for special education. However, the Council on Exceptional Children (CEC) is regarded as the national representative for expectations in special education. The CEC's Ethical Principles and Professional Practice Standards for Special Education, Special Education Professional Ethical Standards, along with best practices, will be utilized for special education expectations

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with Exceptionalities.
5. Using evidence, instructional data, research, and professional knowledge to inform practice.
6. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
7. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
8. Practicing within the professional ethics, standards, and policies of CEC; upholding laws regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
9. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
10. Participating in the growth and dissemination of professional knowledge and skill

### Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		CEC Ethical Principles addressed*	CE-SLO Addressed**
C-SLO 1	Understand and reflect upon purposes, people, and Law of Special Education.	1, 2, 6, 7 & 10	1, 3, 4 & 5
C-SLO 2	Understand cultural bias and students with disabilities.	1,2,3,4,5,6,7,8 & 10	2,3,5, & 6
C-SLO 3	Comprehend and apply knowledge regarding definitions, statistics, and characteristics of Autism Spectrum Disorder.	1,2,6,7,8, &10	2,3,5
C-SLO 4	Implement accommodations/modifications that differentiate for the ways ASD characteristics may impact performance	1,2,6,7,8, & 10	2,3,5
C-SLO 5	Comprehend and apply knowledge regarding definitions, statistics, and characteristics of Autism Spectrum Disorder.	1,2,5,6,7,8, & 10	2,3,5

\* Please refer to the section on **CEC Principles in This Course**

\*\* Please refer to the section on **Continuing Education Student Learning Outcomes**

### Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
<b>Home Page</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Policies and Procedures</li> <li>Introduce Yourself Forum</li> </ul>	10 points
<b>Module 1</b> Autism Spectrum Disorders Understanding Autism	<ul style="list-style-type: none"> <li>Read Chapter One - <i>Perspectives on Evidence-Based Practice and Autism Spectrum Disorders</i> (Buron &amp; Wolfberg)</li> <li>Read Chapter Two - <i>An Overview of Autism Spectrum Disorder</i> (Buron &amp; Wolfberg).</li> <li>Read: <i>What is Autism Spectrum Disorder?</i></li> </ul>	

Module Title	Module Assignments and Activities	Points Possible
	<ul style="list-style-type: none"> <li>• Complete the AFIRM Module- <i>Introduction to ASD</i> (from the Autism Focused Intervention Resources &amp; Modules (AFIRM))</li> <li>• 1.1 Reading Reflection</li> <li>• 1.2 Assignment: ASD AFIRM Module Certificate</li> <li>• 1.3 Forum Post</li> </ul>	<p>15 points 25 points 15 Points</p>
<p><b>Module 2</b> Overview of Autism Spectrum Disorders and Evidence-Based Practices, Part 2</p>	<ul style="list-style-type: none"> <li>• Read: <i>Comparison of the Diagnostic Criteria for Autism Spectrum Disorder Across DSM-5, 1 DSM-IV-TR, 2 and the Individuals with Disabilities Education Act (IDEA)3 Definition of Autism.</i></li> <li>• Read: <i>Autism Spectrum Disorder</i></li> <li>• Complete IRIS Module <i>Autism Spectrum Disorder (Part 1): An Overview for Educators.</i></li> <li>• 2.1 IRIS Module Questions</li> <li>• 2.2 Forum Post</li> </ul>	<p>15 points 15 points</p>
<p><b>Module 3</b> Brain-Behavior Connections in Autism and Early Intervention</p>	<ul style="list-style-type: none"> <li>• Read Chapter Three - <i>Brain-Behavior Connections in Autism</i> (Buron &amp; Wolfberg).</li> <li>• Read Chapter Four - <i>Getting a Good Start: Effective Practices in Early Intervention</i> (Buron &amp; Wolfberg).</li> <li>• 3.1 Complete the Autism in Toddlers Course</li> <li>• 3.2 Forum Post – Autism in Toddlers</li> <li>• 3.3 Assignment - PPT</li> </ul>	<p>50 points 15 points 25 Points</p>
<p><b>Module 4</b> Structured Teaching and Special Interests in the Classroom</p>	<ul style="list-style-type: none"> <li>• Read Chapter Eleven: <i>Structured Teaching and Environmental Supports</i> (Buron &amp; Wolfberg).</li> <li>• Read Chapter Twelve: <i>Harnessing the Power of Special Interest Areas in the Classroom</i> (Buron &amp; Wolfberg).</li> <li>• Watch video: <i>Strategies for Working with Students with Autism Spectrum Disorder</i></li> <li>• 4.1 Complete the AFIRM Module – <i>Visual Supports</i> (AFIRM) Certificate</li> <li>• 4.2 Forum Post</li> </ul>	<p>25 Points 15 Points</p>
<p><b>Module 5</b> Evidence Based Practices</p>	<ul style="list-style-type: none"> <li>• 5.1 Complete IRIS Module: Autism Spectrum Disorder (Part 2): Evidence-Based Practices</li> <li>• 5.2 Forum Post</li> </ul>	<p>50 Points 15 Points</p>
<p><b>Module 6</b> Parent Perspectives and Personal Perspectives</p>	<ul style="list-style-type: none"> <li>• Read Chapter Sixteen: <i>Growing up with Autism: One Parent's Perspective</i> (Buron &amp; Wolfberg).</li> <li>• Read Chapter Seventeen: <i>Educational Experiences Across the Lifespan: A Personal Perspective</i> (Buron &amp; Wolfberg).</li> <li>• 6.1 Assignment: Interview</li> <li>• 6.2 Forum Post</li> </ul>	<p>15 Points 15 Points</p>
<p><b>Module 7</b> Transition</p>	<ul style="list-style-type: none"> <li>• Read Chapter Fourteen: <i>Supporting Transition Years</i> (Buron &amp; Wolfberg).</li> <li>• 7.1 Transition Checklist</li> <li>• 7.2 Community Organizations Spreadsheet</li> <li>• 7.3 Forum Post</li> </ul>	<p>50 Points 25 Points 15 Points</p>

Module Title	Module Assignments and Activities	Points Possible
	<ul style="list-style-type: none"> <li>7.4 Assignment: Interview</li> </ul>	25 Points
<b>Module 8</b> Putting it all together	<ul style="list-style-type: none"> <li>8.1 Piko-Chart</li> </ul>	100 Points
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>535 Points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.

FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.