

22-23 Academic Courses included in Neurodiversity Navigators program



SUMMER: FYS 101: Neurodiversity Cohort

Designed according to the social justice and intersectionality models of disability, Navigators provides neurodivergent students with educational opportunities for strengths-based self-knowledge in the four program areas of focus: **Self-Advocacy, Self-Regulation, Social Interaction, and Executive Functioning**; increasing personal ability to access academics, campus services, and community and career options. Courses are taken alongside the student's chosen degree program, and often count towards that degree.

First Year: Personal Strengths for College and Career Focus (tuition-based)

Fall [EXPRL 180](#) **Skills for Navigating College & Career:** *Introduce and explore four areas which may be difficult for students: executive functioning, social interaction, self-advocacy, and self-regulation. This includes learning to identify strengths and barriers, as well as strategies for success. 2 credits*

Winter [EXPRL 182](#) **Executive Functioning in the Workplace:** *Expand on information learned in EXPRL 180. Explores executive functioning which includes planning, organizing, strategizing, paying attention to and remembering details, and managing time and space. Learn to use strengths to obtain real-life success at school, work and in relationships. Gain a deeper understanding of how one's executive functioning profile can be an asset in certain tasks and types of work. 2 credits*

Spring [EXPRL 181](#) **Self & Community Advocacy:** *Expand on information learned in EXPRL 180 regarding self-advocacy. Presents concepts and skills related to self-advocacy. Students learn to identify when, where, how and to whom to advocate. Students discuss current community and personal events, and the impact this has on their lives and work. 2 credits*

Second Year: Skills and Character Strengths for Career Focus (tuition-based)

Fall [HLTH 230](#) **Occupational Wellness:** *Approaches wellness from a holistic health perspective. Students learn to become informed consumers. Discussion topics include emotional and physical health and well-being, marriage and family, communicable and degenerative diseases, and drugs. 5 credits*

Winter [EXPRL 280](#) **Who Am I, Where Am I Going?:** *Provides students with a framework to identify and articulate strengths, with a focus on vocation, avocation, and connecting interests to long-term goals. Students create concrete plans for reaching aspirations. 3 credits*

Spring [EXPRL 281](#) **Connecting with Community:** *Discover communities both social and career-oriented that you belong to or would like to join. Learn different ways of safely connecting with communities and meeting people in them. Build and maintain your community identities and reputation and learn how those identities support you in achieving your goals. 2 credits*

Third Year: Communication and Jobs Experience Focus (tuition-based)

Fall [CMST 210](#) **Interpersonal Communication:** *Focuses on effective interpersonal communication in relationships through lecture, class discussion, and activities. Topics addressed include: culture, language, nonverbal communication, listening, perception, and conflict management. 5 credits*

Winter (Optional) **Internship Preparation** and **Spring** (Optional) **Internship**

Contact: asn@bellevuecollege.edu, 425.564.2764 Web: www.bellevuecollege.edu/autismspectrumnavigators/

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