Faculty members are required to have the outline submitted to the Academic Affairs Office. The course outline is the form used for approval of new courses by the Academic Affairs and Standards Council.

DEPT. **EDUC**  COURSE NUMBER: **1131**

NUMBER OF CREDITS: 3  Lecture: 3  Lab:_______

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Autism Spectrum Disorders</th>
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<th>Catalog Description:</th>
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<td>Focuses on the theory, research, and intervention in Autism Spectrum Disorders (ASD). The history of diagnosis and intervention of ASDs and how it is viewed today is a strong focus of this course. In addition, neurological, psychological, and education theories of ASD; current approaches to intervention; and educational classification are introduced.</td>
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**FULFILLS MN TRANSFER CURRICULUM AREA(S) (Leave blank if not applicable)**

Goal 1: Communication: ____ by meeting the following competencies:

Goal 2: Critical Thinking: ____ by meeting the following competencies:

Goal 3: Natural Sciences: ____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: ____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ____ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: ____ by meeting the following competencies:

Goal 7: Human Diversity: ____ by meeting the following competencies:

Goal 8: Global Perspective: ____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: ____ by meeting the following competencies:

Goal 10: People and the Environment: ____ by meeting the following competencies:
### Prerequisites or Necessary Entry Skills/Knowledge:

None

### Topics to be Covered (General)

- Early history of the study, diagnosis, and treatment of ASD.
- Current classification and diagnostic issues and techniques.
- Major neurological and psychological theories of ASD.
- Current approaches to intervention.
- Research on sensory atypicality and stereotyped repetitive motor behaviors.
- Early social and communicative skills.
- Affective, cognitive, symbolic and social factors in ASD.
- Educational classification and intervention.

### Student Learning Outcomes

1. Describe the history of ASD to present day.
2. Describe the diagnostic criteria of ASD in both the medical and educational fields.
3. Recognize various treatment methods including Applied Behavior Analysis, educational interventions, and medicinal options.
4. Recognize and appreciate human diversity as it relates to individuals with ASD.
5. Explain the various schools of thought regarding ASD and treatment.
6. Determine appropriate activities for individuals with ASD.
7. Describe State and Federal Mandates within the educational settings.

### Is this course part of a transfer pathway:

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<th>Yes</th>
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Revised 11/19