A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: *.*
Lab Hours/Week: *.*
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, and the Council for Exceptional Children (CEC) Code of Ethics. The course material covers birth through the age of 21 and requires 20 hours of field experience with 10 hours dedicated to birth to Pre-Kindergarten and 10 hours dedicated to Kindergarten through Grade 6. Prerequisites: SPED 3600 and consent of instructor.

B. COURSE EFFECTIVE DATES: 08/21/2017 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Communication
2. Neurology as it relates to autism
3. Psychology
4. Sociology
5. Special education

D. LEARNING OUTCOMES (General)

1. learn about communication difficulties, social difficulties, behavioral difficulties, neurodevelopment and cognition, restricted range of interests, idiosyncratic sensory behaviors, anxieties, support, and plan for the health and safety needs.
2. integrate knowledge of evidence-based instruction, including scientifically based research interventions when available, in language development, reading, writing, and mathematics with characteristics of autism spectrum disorders in order to design, implement, monitor, and adjust instruction aligned with grade-level content standards.
3. study early intervention: etiology, early indicators, incidental learning, and complete comprehensive assessments on a student with Autism Spectrum Disorder.
4. learn to write an autism specific Individual Family Service Plan and Individualized Education Plan.
5. understand the background of autism from a historical, philosophical, legal, medical, educational and contemporary issues perspective.
6. engage in 40 hours of field experience.
7. provide and receive consultation and collaborate in a variety of settings regarding development and implementation of the comprehensive evaluation process, individualized education program planning, delivery of instruction and accommodations, and transition with individuals and agencies.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted