

Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4530
Course Title Introduction to Autism
Transcript Abbreviation Intro to ASD
Course Description This course provides an overview of the identification and diagnosis of autism, scientific perspectives on etiology, and the neurobiological underpinnings of autism, as well as treatment components of autism.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Students will develop an understanding of the characteristics of autism and how autism is identified.
- 2. Students will develop an understanding of genetic and neurobiological underpinnings of autism.
- 3. Students will develop an understanding

Content Topic List

- Introduction to autism
- Diagnosis of autism
- Characteristics of autism
- Etiology of autism
- Neurobiology of autism
- Theories of autism
- Intervention
- Autism in the media

Attachments

- Revised_Syallbus for Proposed UG ASD course.doc: Syllabus
(Syllabus. Owner: Ellawadi,Allison Bean)
- DOC.PDF: Concurrence form from Disability Studies
(Concurrence. Owner: Ellawadi,Allison Bean)
- SHS 4530 Concurrence.pdf: Concurrence form from Psychology
(Concurrence. Owner: Ellawadi,Allison Bean)
- SHS curriculum map_updated_8_29_16_.docx: Curriculum Map
(Other Supporting Documentation. Owner: Ellawadi,Allison Bean)

Comments

- If this course can count in the SHS major (even as an elective), please attach an updated curriculum map that includes the new course. *(by Vankeerbergen,Bernadette Chantal on 07/18/2016 02:22 PM)*
- A reminder: ASC curricular committees do not meet again until Autumn term. *(by Haddad,Deborah Moore on 07/06/2016 12:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ellawadi,Allison Bean	07/06/2016 12:20 PM	Submitted for Approval
Approved	Fox,Robert Allen	07/06/2016 12:34 PM	Unit Approval
Approved	Haddad,Deborah Moore	07/06/2016 12:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/18/2016 02:22 PM	ASCCAO Approval
Submitted	Ellawadi,Allison Bean	08/29/2016 02:16 PM	Submitted for Approval
Approved	Fox,Robert Allen	08/29/2016 05:09 PM	Unit Approval
Approved	Haddad,Deborah Moore	08/29/2016 05:33 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	08/29/2016 05:33 PM	ASCCAO Approval

Grading Summary

1. Exam 1
2. Exam 2
3. Exam 3
4. Paper

Points

100
100
100
25
Total = 325

Grading Scale (%)

A	93-100	B	83-86	C+	77-79	D	63-66
A-	90-92	B-	80-82	C-	70-72	E	<63
B+	87-89	C	73-76	D+	67-69		

Required Books:

Sicile-Kira, C. (2014). *Autism Spectrum Disorder: The complete guide to understanding autism*. New York, NY: Penguin Group.

Required Readings (located on Carmen):

- Blumberg et al. (2013). Changes in prevalence of parent-reported autism spectrum disorder in school-aged U.S. children: 2007 to 2011-2012. *National Health Statistics Report*, 65,1-7.
- Chevalier, C., Kohls, G., Troiani, V., Brodtkin, E.S., Schultz, R.T. (2012). The social theory of autism. *Trends in Cognitive Sciences*, 16, 321-239.
- Happe, F. & Firth, U (2006). The weak central coherence account: Detail-focused cognitive style in autism spectrum disorders, *Journal of Autism and Developmental Disorders*, 36, 1-21.
- Hill, E.L. (2004). Evaluating the theory of executive function in autism. *Developmental Review*, 24, 189-233.
- Leekam (2016) Social cognitive impairment and autism: What are we trying to explain? *Philosophical Transactions B.*, 371, 1-8
- Leonard, et al. (2010) Unpacking the complex nature of the autism epidemic. *Research in Autism Spectrum Disorders*, 4, 548-554.
- Mitchell & Locke (2015). Lay beliefs about autism spectrum disorder among the general public and childcare providers. *Autism*, 19, 553-561.
- Thomas, M.S.C., Davis, R., Karmiloff-Smith, A., Knowland, V.C.P., & Charman, T. (2016). The over-pruning hypothesis of autism. *Developmental Science*, 19, 284-305.
- Tek, S., Mesite, L., Fein, D., Naigles, L. (2014). Longitudinal analyses of expressive language development reveal two distinct language profiles among young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 44, 75-89.
- Vengas & Davidson (2015). Investigating distinct and related contributions of weak central coherence, executive dysfunction, and systemizing theories to the cognitive profiles of children with autism spectrum disorders and typically developing children. *Research in Autism Spectrum Disorders*, 11, 77-92.
- Volkmar, F. & McPartland, J.C. (2014). From Kanner to DSM-5: Autism as an evolving diagnostic concept. *Annual Review of Clinical Psychology*, 10, 193-212.

Williams (2015). Timely identification of children with autism: are we asking the right questions? *Developmental Medicine & Child Neurology*.

Willsey & State (2015). Autism spectrum disorders: from genes to neurobiology. *Current Opinion in Neurobiology*, 30, 92-99.

Wong et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disabilities*, 45, 1951-1966.

Yudell et al (2012). Priorities for autism spectrum disorder risk communication and ethics. *Autism*, 17, 701-722.

SCHEDULE OF LECTURES AND ASSIGNMENTS:

	WEEK	TOPIC	READING
Week 1:	T – TH –	Syllabus Review The Myths and History of autism	Chpt 1
Week 2:	T – TH –	What is Autism Diagnosis & classification – an evolving concept	Chpt 2 Volkmar & McPartland (2014)
Week 3:	T – TH –	Changes in prevalence – Is there an autism epidemic? Prevalence of autism	Leonard et al. (2010) Blumberg et al. (2013)
Week 4	T – TH –	Characteristics of individuals with ASD - overview Autism in early childhood	Chpt 2. Tek et al. (2014)
Week 5:	T – TH –	Adults with autism Review	Chpt 9
Week 6:	T – TH –	Exam #1 Etiology of ASD	Chpt 3. & Yudell et al (2012)
Week 7:	T – TH –	Etiology of ASD Neurobiology of ASD	Mitchell & Locke (2015) Willsey & State (2015)
Week 8:	T – TH –	Neurobiology of ASD The Neuro-diversity movement & Autism Speaks	Thomas et al. (2016) TBD
Week 9:	T – TH –	Review Exam #2	
Week 10:	T – TH –	<i>Spring Break - no Class</i>	
Week 11:	T – TH –	Theories of autism Theories of autism	Leekam (2016) Chevalier et al. (2012)
Week 12:	T – TH –	Theories of autism Intervention	Vengas & Davidson (2015) Chpt. 5
Week 13:	T – TH –	Intervention Identification of autism in the media paper due Autism in the media	Wong et al. (2015) TBA
Week 14	T – TH –	Autism in the media Panel – families and adults with autism	TBA Chapter 6
Week 15:	T – TH –	Wrap-up class Review	
Week 16:		Final Exam	

CLASS POLICIES

1. Lecture topics scheduled in this syllabus are subject to change. Any changes will be announced in class.
2. Exams: If you have to miss an exam due to a University recognized excuse, you must contact the instructor prior to the exam in order to arrange a make-up exam. Failure to do so will result in a zero on the exam. Documentation from a Student Health Center or private physician is required to receive a make-up exam if you are ill on the day of a test.
3. Late assignments will **not** be accepted for credit.
4. Regular attendance is expected, although it is not recorded. Class lectures follow the textbook; however, additional information is covered during lecture that may not be covered in the textbook. You are encouraged to attend class on a regular basis.
5. Cell Phones: The use of cell phones or pagers during class is prohibited. Please extend the courtesy to your classmates and the instructor by turning off your cell phone during class time.

Diversity

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here:

<http://www.studentaffairs.osu.edu/bias/>

STUDENTS WITH DISABILITIES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292 3307, TDD 292 0901; on the web at <http://www.ods.ohio-state.edu>

ACADEMIC MISCONDUCT

Academic misconduct refers to any activity that compromises the academic integrity of the university or undermines the educational process. Academic misconduct will not be tolerated. Instances believed to constitute misconduct will be reported to the committee on academic misconduct. Examples include but are not limited to: plagiarism, cheating on examinations, violation of course rules outlined in this syllabus. Additional examples of academic misconduct are outlined below. Further information can be found in your student handbook and at the office of student affairs http://studentaffairs.osu.edu/resource_csc.asp

Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic

- requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
 7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
 8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
 9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
 10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

<i>Speech & Hearing SHS</i>	<i>4530</i>	<i>Introduction to Autism</i>
Initiating Academic Unit	Course Number	Course Title
<i>New</i>	<i>3/17/2016</i>	
Type of Proposal (New, Change, Withdrawal, or other)	Date request sent	
<i>Disability Studies</i>	<i>4/15/2016</i>	
Academic Unit Asked to Review	Date response needed	

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

An undergraduate course on autism would be in great demand for disability studies minors. Currently, there are no other courses meeting this need. My one comment is that although the course syllabus indicates that controversies about autism will be discussed, it seems that those controversies will primarily focus on differences about diagnosis rather than about things like the major premises of the autism speaks movement. Disability Studies scholars are critical of these premises, so I hope the course will include those controversies also. I support the course.

Signatures

1.	<i>Amy Shumal</i>	<i>Professor/Director Disability Studies</i>	<i>3/21/16</i>
Name	Position	Unit	Date
2.			
Name	Position	Unit	Date
3.			
Name	Position	Unit	Date

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A. Proposal to review

SPEECH + HEARING SCIENCE	4530	Introduction to Autism
Initiating Academic Unit	Course Number	Course Title
NEW		6/23/16
Type of Proposal (New, Change, Withdrawal, or other)		Date request sent
Psychology		7/1/16
Academic Unit Asked to Review		Date response needed

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

We have studied this proposal for a new course from Speech & Hearing Science. We do not see worrisome overlap between the proposed SHS 4530 and PS 4571 and therefore the Department of Psychology supports the SHS course offering.

Signatures			
	CHAIR	Psychology	6-28-16
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Curriculum Map: B.A. Speech & Hearing Science

Program Goals:

Goal 1: To provide students with a foundation in typical speech and language development

Goal 2: To provide students with a foundation in the hearing mechanism

Goal 3: To introduce students to speech and language disorders and intervention

Goal 4: To introduce students to hearing disorders and intervention

Required Courses	Goal (1)	Goal (2)	Goal (3)	Goal (4)
SHS 2230 – Introduction to Communication and Its Disorders	Beginning	Beginning	Beginning	Beginning
SHS 3320 – Principles of Phonetics	Beginning		Beginning	
SHS 3330 – Language Acquisition	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3340 – Introduction to the Art and Science of Sound		Beginning	Beginning	
SHS 3360 Observation in Speech-Language Pathology and Audiology			Intermediate	Intermediate
SHS 4420 – Anatomy, Physiology and Science of Speech	Intermediate		Intermediate	
SHS 4430 – Introduction to Language and Science and Language Disorders	Intermediate		Intermediate	
SHS 4440 - Anatomy, Physiology and Science of Hearing		Intermediate		Intermediate
SHS 4520 Introduction to Speech-Language Pathology	Advanced		Advanced	
SHS 4540 Introduction to Audiology		Advanced		Advanced
SHS 5605 Multicultural Aspects of Communication and its Disorders	Advanced		Advanced	
Elective Courses				
SHS 2051 Analyzing the Sounds of Language	Beginning			
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning
SHS 4510 Disability in Context	Intermediate	Intermediate	Intermediate	Intermediate
SHS 4530 Introduction to Autism	Advanced		Advanced	
SHS 5732 – Introduction to Aural Rehabilitation		Advanced	Advanced	Advanced
SHS 5760 – Neurology of the Speech and Hearing Mechanism	Advanced	Advanced	Advanced	Advanced
SHS 5714 Introduction to Sign Language Systems	Beginning			
SHS 5741 Voice Disorders	Advanced		Advanced	
SHS 5785 Research Methods I				
PSY 5700 Training in Science Education and Outreach	Advanced	Advanced		
PSY 5737 Proseminar in Cognitive Science	Advanced	Advanced		
Undergraduate Research				

SHS 4999	Advanced	Advanced	Advanced	Advanced
SHS 4999H	Advanced	Advanced	Advanced	Advanced
General Education Courses:				
SHS 3330	Beginning		Beginning	
SHS 3330H	Beginning		Beginning	
SHS 3350 Speech-Language Communication Across the Life Span: Issues and Problems in our Community	Beginning	Beginning	Beginning	Beginning