



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Fall

**Year:** 2025

**Course Prefix:** AUTS

**Course and Section #:** 250G – 001

**Course Title:** Understanding the Autism Spectrum

**Credits:** 3

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### ***Course Description***

Discusses autism, beginning with the history of the diagnostic category and moving through contemporary issues of etiology, neurobiology, prevalence, assessment, treatment, education, policy, and community impact and inclusion. Emphasizes principles of interdisciplinary care, cultural competence, family-centered approaches, and life course perspective.

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### ***Course Attributes***

This course has the following attributes:

- ☐ General Education Requirements
- ☒ Global/Intercultural Graduation Requirements
- ☐ Writing Enriched Graduation Requirements
- ☒ Discipline Core Requirements in Program
- ☐ Elective Core Requirements in Program
- ☐ Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Jennifer Call

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### ***Student Learning Outcomes***

1. Identify historical and contemporary theories of etiology, neurobiology, and prevalence of autism spectrum disorders.
  2. Identify current best practices in assessment, treatment, and education of individuals with autism spectrum disorders.
  3. Articulate how autism impacts individuals, families, and communities.
  4. Analyze global or intercultural issues related to autism.
  5. Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
  6. Evaluate how one's own cultural values compare with those from different backgrounds.
  7. Interrelate respectfully with individuals representing cultures and perspectives other than one's own.
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## ***Course Materials and Texts***

1. Autism Spectrum Disorders from Theory to Practice 3rd Edition by Laura Hall ISBN 9780134531519
  2. Madden, G. j., Reed, D. D., & Reed, F. D. (2021). An Introduction to Behavior Analysis. Hoboken: Wiley. ISBN: 978-1-119-12653-9
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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

- Handout: Create a handout that provides information about the characteristics of autism. This handout can then be added to your resource handbook at the end of the semester.
- Cross-Cultural Perspectives Paper: Read an article on cross-cultural differences and write a two-page article reflection. Focusing on how autism is viewed in different cultures.
- Parent Interview: Conduct a face-to-face interview with a parent of a child on the autism spectrum (i.e. diagnosis of ASD, PDD, Asperger's, etc) and write a 2-page summary of the interview.
- Brochure: Create a handout that provides resources for autistic individuals looking for employment, housing, or advocacy.
- Resource Handbook: Create a notebook designed to be a resource for you in the future. The resource notebook will include articles, handouts, and assignments collected throughout the course.
- Reading assessments: ten questions based on the weeks assigned reading
- Exams: Three exams that cover reading and class material

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

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### **Required or Recommended Reading Assignments**

All required readings use chapters from the course text or an article from a journal that align with the lectures below

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Overview of Autism Spectrum Disorder

Facts about autism

Key players in autism history

History of Autism and Introduction to BACB

When was autism first discovered

BACB and the BCaBA certification

Hall Chapter 1: Classification and the Physiological Approach

Diagnostic and Statistical Manual of Mental Disorders  
International Classification of Diseases  
Individuals with Disabilities Education Act

Hall Chapter 1: Classification and the Physiological Approach

What Causes autism spectrum disorder  
Genetic influences  
Differences in the structure of the brain  
When do impairments occur  
Environmental Toxins  
Evolution of the attribution of cases to the MMR Vaccine

Hall Chapter 2: Assessment

Screening Instruments  
Diagnostic Process  
Assessment for educational Planning, Intervention

Hall Chapter 9: Transition to Adulthood

Prevalence and ethnicity differences in autism  
Working in collaboration with families and varying communities  
Person Centered planning

Hall, Chapter 3: Effective Implementation of Evidence-Based Practice

Legislation guiding practices  
Identifying evidence based practices  
National Standards Project -Evidence based practices list  
Evaluating Claims about Autism Treatment – overview of different treatments

Hall Chapter 4 Applied Behavior Analysis: Key Concepts and Foundational Strategies

History of Identifying the Function of Challenging or Problem Behaviors  
Motivating operations – Prompt fading, verbal behavior approach

Hall Chapter 5 Introduction to Applied Behavior Analysis, Philosophical Underpinnings

Examples of evidence-based practices strategies based on Key Concepts  
Discrete Trial Training, Video Modeling, Reinforcement, using schedules of reinforcement

Madden Read and Reed Chapter 1: An introduction to Behavior Analysis

What is behavior, assumptions of ABA, scientific method, determinants of behavior

Hall Chapter 6: Developmental Interventions

Naturalistic Developmental Behavioral Interventions, Milieu Teaching, Denver Model, Pivotal response training, SCERTS,  
Response Class

Hall Chapter 8: Developmental Interventions,

Understanding Social Emotional Development and Play  
Teaching Joint attention, social skills, and play,

## Early signs and social challenges for ASD

Madden, Reed, and Reed 12: Antecedent Stimulus Control

Modifying Antecedent Stimuli to facilitate learning, pavlovian stimulus control, operant behavior, establishing operations

Hall Chapter 10: Systems of support for individuals with ASD and Their Families

Working with families, evidence based practices, Cultural considerations when working with families.

Arco, L. (2008). Feedback for improving staff training and performance in behavioral treatment programs. *Behavioral Interventions*, 23(1), 39–64.

Feedback for changing staff performance in behavioral treatment, how to provide supervisory feedback

Wolf, M.M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding it's heart. *Journal of Applied Behavior Analysis*, 11, 203-214.

Social Validity, recommendations for determining social importance

Independent Variable confound, setting confounds, external validity

Policy, Legal and social impact and other variables impacting potential interventions

Care Act 2024, S.B. 57, IACC, Fair Housing Act

Federal and State Funding Initiatives, Autism Insurance Coverage Laws, Employment and Workplace Accommodations, Housing Accommodations

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts you must develop over time to develop your voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses, interviews assigned to you, or content that you put into a Teams/Canvas chat.
- You must complete the group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

AI is beneficial for a lot of activities; however, it pulls from a variety of sources of which may not include correct information. It often came up as incorrect when checking it against information in this course. You are responsible for the information you submit based on an AI query (for instance, that it

does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

New AI tools are available for free with your UVU account! Through Edge and Bing Chat Enterprise (also known as Copilot), you can access ChatGPT-4 and DALL-E 3 at no cost. Just visit [bing.com/chat](https://bing.com/chat) and sign in with your UVU credentials.

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### **Using Remote Testing Software**

☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.