

AUTISM SPECTRUM DISORDER IN THE CLASSROOM CERTIFICATE

Post-Baccalaureate Certificate

<https://www.towson.edu/coe/departments/specialed/grad/autism-classroom-certificate/>

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The certificate in Autism Spectrum Disorder in the Classroom will provide students with:

- Acquisition of specialized knowledge, skills and dispositions to be leaders in schools and communities in serving students with ASD and their families.
- Completion of application assignments, or APPS, which are designed to allow for the implementation of learned skills in their classroom followed by guided reflection and revision from faculty and colleagues.
- Assessment of and guided reflection and development of leadership skills.
- Access to faculty and national leaders in the area of autism spectrum disorders.
- Opportunities to engage with local community partners who specialize in supporting individuals on the spectrum and their families.
- Reflective Roadmap to Leadership: A transparent and tangible development process of knowledge, skills and dispositions related to both leadership and ASD.

With the six-course sequence, the program will arm school professionals with the knowledge and capacities for effectively serving students with ASD within their schools and community.

This program will provide graduates with the knowledge, skills and dispositions to be leaders in empowering students, families and community members to become the drivers of positive change in the lives of individuals with ASD and their families.

This post-baccalaureate certificate (PBC) is designed specifically for general and special educators, as well as related service providers, which provides a comprehensive understanding of the unique challenges of students with ASD and their families. The program will highlight the most effective, evidence-based practices and strategies to support the learning and social success of these students in school and the community, as well as critical supports and resources for the families of these school-aged children.

Admissions Requirements

- A baccalaureate degree from an accredited college or university**
- An overall minimum GPA of 3.00 (GPA of 2.75 for conditional admission, based on the last 60 units of total undergraduate and post-baccalaureate study)
- Letter of recommendation

- Admission essay

Non-immigrant international students: See additional admission information in Graduate Admissions (<https://www.towson.edu/academics/graduate/admissions/apply/international.html>)

See **Exceptions to Policy in Graduate Admissions (<https://www.towson.edu/academics/graduate/admissions/apply/policies.html>)

Certificate Requirements

Code	Title	Units
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 620	EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS	3
SPED 622	SOCIAL THINKING AND CONNECTEDNESS FOR STUDENTS ON THE AUTISM SPECTRUM	3
SPED 623	BEHAVIOR MANAGEMENT FOR STUDENTS WITH ASD	3
SPED 625	CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD I	3
SPED 644	UNIVERSAL DESIGN FOR LEARNING AND DIFFERENTIATED INSTRUCTION	3
Total Units		18

The coursework from this program can be applied towards the existing Master's in Special Education (<https://catalog.towson.edu/graduate/degree-certificate-programs/education/special-education-med>) with a concentration in Teacher as Leader: Autism Spectrum Disorder.

1. Students will gain experience interviewing a family member and a professional about their perceptions of the Individualized Education Program (IEP) team process and will utilize this information to develop both a personal and leadership action plan, which utilizes information gained to improve the IEP team process (CEC ASD Advanced Preparation Standard 7: Collaboration)
2. Students will gain an in depth understanding about the social needs of students with autism spectrum disorder and will demonstrate competence in selecting appropriate social goals, embedding them within instruction and reflecting on the success of the lesson and empowering others to better meet this important area of need (CEC ASD Advanced Preparation Standard 1: Assessment; Standard 3: Programs, Services and Outcomes)
3. Students will identify a current challenge in their school or classroom and will apply Universal Design for Learning (UDL) framework to provide possible solutions through the use of technology and expanding options. This plan will demonstrate student's competency in information literacy and use of technology to remove barriers and provide a comprehensive solution to the proposed problem (CEC ASD Advanced Preparation Standard 2: Curricular Content Knowledge)
4. Students will learn how to evaluate student's behaviors to determine their function, design appropriate positive behavioral interventions to improve behavior and collect data on the effectiveness of the intervention (CEC ASD Advanced Preparation Standard 3: Programs, Services and Outcomes; Standard 6: Professional and Ethical Practice)