

FOUNDATIONS OF SPECIAL EDUCATION CERTIFICATE

Program Website: <https://www.towson.edu/coe/departments/specialed/grad/special-education-certificate/>

Program Director: Michelle Pasko
 Phone: 410-704-3835
 Email: mpasko@towson.edu

This post-baccalaureate certificate is designed to provide individuals with the skill development and knowledge base established by the Council for Exceptional Children’s (CEC) Standards. Courses emphasize inclusive practices, collaboration and consultation among professionals, and the translation of evidence-based instructional practices to instruction, using a cross-categorical disability approach. This series of coursework is designed to support professionals who have not previously completed (or have had limited exposure to) formal coursework in special education. Therefore, courses will emphasize fundamental concepts and contemporary issues in the field of special education today.

These themes include the history, laws, and practices governing special education; strategies for supporting students with disabilities in their Least Restrictive Environment; incorporating Universal Design for Learning to support all learners; effective communication and support to families; disproportionality in special education and its impact on learners; educational and assessment trends which affect students with special needs; appropriate instructional strategies to support students with disabilities and English Language Learners; and interventions and management strategies to support the positive behaviors of students in the classroom.

Requirements

Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

This program is designed to teach professionals effective instructional supports for students who are at risk for or identified with disabilities, as well as those from culturally and linguistically diverse backgrounds.

Certificate Requirements

The certificate consists of 15 units of coursework as listed below:

Code	Title	Units
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 607	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
SPED 641	EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION	3
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION	3
Total Units		15

The five courses completed in the PBC are included in the M.Ed. in Special Education and MAT in Special Education. These may be applied to program completion for those who meet program admission requirements. Contact the graduate program director for more information.

Learning Outcomes

- a. **Learner Development and Individual Learning Differences** - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- b. **Learning Environments** - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- c. **Curricular Content Knowledge** - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- d. **Assessment** - Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- e. **Instructional Planning and Strategies** - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- f. **Professional Learning and Ethical Practice** - Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- g. **Collaboration** - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.