

# Certificate in Autism Spectrum Disorder-NewDsg-2016-11-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information



The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **Information Assurance Minor in Criminology-NewDsg-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word DRAFT is in yellow at the top of the proposal

**Fourth Step:** Click on “EDIT CONTENTS.”(not EDIT) and start completing the template. When exiting or when done, click “SAVE” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Contact Person*</b>	Joann Migyanka	<b>Contact Email*</b>	Migyanka@iup.edu
<b>Proposing Department/Unit*</b>	Communication Disorders, Special Education and Disability Services	<b>Contact Phone*</b>	357-5679

<b>(A) Request Type:*</b>	certificate																
<b>(B) Minor or Certificate Title:*</b>	Autism Spectrum Disorder																
<b>(C) List number of credits:*</b>	12																
<b>(D) If Certificate or Letter, select level:</b>	baccalaureate																
<b>(E) Course Level:*</b>	graduate-level																
<b>(F) Narrative Catalog Description:*</b>	Graduate students holding Pennsylvania Department of Education (PDE) certification can complete the following 12 credits of coursework in order to receive a Certificate related to working with students with Autism Spectrum Disorder. Completion of these courses also provides students with eligibility for the PDE Endorsement Certificate in Autism Spectrum Disorder. All courses are offered via distance education. Incorporated within the four courses are 80 hours of field observation.																
<b>(G) List of Program Requirements in catalog layout including course numbers, credits and any footnotes.*</b>	<p><i>Note: PASSHE requires a minimum of 6 credits in a minor be advanced standing (300 and above)</i></p> <table border="0"> <tr> <td><b>EDEX 520</b></td> <td><b>3cr</b></td> <td>Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Experience)</td> <td>Spectrum Disorder (with 10 Hour Field</td> </tr> <tr> <td><b>EDEX 750</b></td> <td><b>3cr</b></td> <td>Assessment for Instructional Planning for Students with Autism Spectrum Disorders (with 30 Hour Field</td> <td>Experience)</td> </tr> <tr> <td><b>EDEX 751</b></td> <td><b>3cr</b></td> <td>Instructional Interventions and Methods for Students with Autism Spectrum Disorder ( with 30 Hour</td> <td>Field Experience)</td> </tr> <tr> <td><b>EDEX 755</b></td> <td><b>3cr</b></td> <td>Family, Agency and Community Collaboration and Team Building for Special Educators</td> <td>( with 10 Hour Field Experience)</td> </tr> </table>	<b>EDEX 520</b>	<b>3cr</b>	Characteristics and Etiology: A Theoretical and Practical Introduction to Autism Experience)	Spectrum Disorder (with 10 Hour Field	<b>EDEX 750</b>	<b>3cr</b>	Assessment for Instructional Planning for Students with Autism Spectrum Disorders (with 30 Hour Field	Experience)	<b>EDEX 751</b>	<b>3cr</b>	Instructional Interventions and Methods for Students with Autism Spectrum Disorder ( with 30 Hour	Field Experience)	<b>EDEX 755</b>	<b>3cr</b>	Family, Agency and Community Collaboration and Team Building for Special Educators	( with 10 Hour Field Experience)
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**(H) Student Learning Outcomes\***

Student Learning Outcomes	ED EX 520	ED EX 750	ED EX 751	ED EX 755	Assessments to meet Competency
<b>Competencies</b>					
<b>Characteristics and Etiology of ASD</b>					
Describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders (ASD's) and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli	X				Child Comparative Profile- Completed as part of the 10 Hour Field Experience
Discuss key theoretical, actuarial and scientific hypothesis regarding the etiology of ASD.		X			Theoretical Review Assignment
Explain the relevant history of the changing definitions, interventions, and cultural attitudes regarding ASD and their relationship to educational services.	X				Treatment Strategy Assignment
Identify and describe various diagnostic instruments and procedures, including their strengths and limitations.	X				Assessment Review Assignment
<b>Assessment for Instructional Planning</b>					
Identify the range of assessment domains (Comprehensive Autism Assessment Planning Tool, 2008) that may be relevant for planning instructional programs for students with ASD.		X			Diagnostic Assessment Review
Plan, structure, and conduct assessment for students with ASD.		X			Classroom Observation and Data Collection
Identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide (local) assessments for students with ASD.		X			Curriculum Matrix
Describe, interpret, utilize, and evaluate data from ongoing progress monitoring and formative assessment methods to design and adapt programming for students with ASD.		X			Curriculum Matrix
Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits.		X			Classroom Observation and Data Collection Data Collection Form Development
Identify when intensity or danger of problem behaviors requires a functional assessment and make appropriate referrals.		X			Classroom Observation and Data Collection
<b>Instructional Interventions and Methods across Settings and Grade Levels</b>					
Discuss characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD.	X		X		Treatment Strategy Assignment Instructional Intervention Analysis
Evaluate the evidence base for educational interventions for students with ASD.	X		X		Treatment Strategy Assignment Instructional Intervention Analysis
Describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.	X		X		Treatment Strategy Assignment Instructional Intervention Analysis
Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009).			X		30 Hour Field Experience Log Instructional Program Social Interaction Plan
Assess and structure the environmental supports to enable students with ASD to participate and progress in all environments.			X		30 Hour Field Experience Log
Accommodate and/or modify specific instructional programs and materials to meet the needs of students with ASD in all environments.			X		Instructional Program
Describe the relative strengths and limitations of various augmentative communication systems as applicable to students' needs and the environment's requirements.			X		Instructional Intervention Analysis
Organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels of instructional engagement for students with ASD.				X	Curriculum Matrix
Provide appropriate training, consultation, and instructional coaching to other professional and nonprofessional staff having contact with students with ASD.		X			Collaboration Action Plan
Describe and demonstrate procedures for crisis management, including procedures to reduce intensity of problem behavior; minimize danger; and ensure the safety of students with ASD and other individuals in crisis situations.			X		FBA and Behavior Support Plan
Proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and teach functionally equivalent replacement behaviors			X		FBA and Behavior Support Plan
<b>Collaboration with Families, Agencies, and the Community</b>					
Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.				X	Collaboration Action Plan
Identifying various agencies and community systems that support students with ASD in the home, community, and work settings.				X	Collaboration Action Plan
Assessing family preference for level of support in advocating for their children and provide appropriate assistance.				X	Collaboration Interview Community-based Field Experience
Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community.				X	Collaboration Action Plan and Final Project
Leading cross-system planning and collaboration efforts.				X	Collaboration Action Plan and Final Project
Designing instructional programs with attentiveness to legal mandates and family considerations.		X			Curriculum Matrix

**Rationale for Proposal**

<p><b>(I) Why is this being proposed?*</b></p>	<p>To provide educational professionals the opportunity to specialize in an area of growing need. Completion of this certificate enhances the teaching professionals' credentials.</p>
<p><b>(J) What role, if any, does it serve the College /University above and beyond the role it serves in the department? *</b></p>	<p>These course are offered to all educational professionals across disciplines providing other graduate programs with meaningful electives that are advantageous to their graduate students.</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>