

**Autism Spectrum Disorder**

Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Advisor: \_\_\_\_\_ Admit Date: \_\_\_\_\_ GPA: \_\_\_\_\_

**Comprehensive Certificate in the Area of Autism Spectrum Disorders Requirements**

The Virginia Autism Council has approved the certificate program offered at Mary Baldwin University for the recognition of a Comprehensive Certificate in the Area of Autism Spectrum Disorders. Once all courses are you may request the certificate with the Virginia Autism Council. Information available at: <http://autismtrainingva.org/>.

**MBU Requires:**

**1) 3.0 GPA in four course sequence, 2) not more than one C range grade in the 4-course sequence, and 3) B- or better in ED 643.**

\_\_\_\_\_ ED 640 Characteristics and Assessment of Students with Autism Spectrum Disorder (This class must be taken first) 3 sh

This is the first of four courses in the 12-credit Autism Certificate Program. This course provides an overview of autism and related developmental disabilities across the lifespan, including Asperger's Syndrome and other pervasive developmental disorders. The course will cover assessment, diagnostic criteria and identification, characteristics, collaboration with families, an overview of educational impact and trends, transitioning to adulthood, controversial topics regarding etiology and treatment, and an overview of national and state resources.

\_\_\_\_\_ ED 641 Communication, Language and Sensory Aspects of Autism Spectrum Disorders 3 sh

This is the second of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical language acquisition and development as compared with students with Autism Spectrum Disorders. The course emphasizes the visual aspects of language learning as well as the notion of "communication as behavior" and addresses the role of assistive and augmentative communication technologies to support individuals on the Spectrum. Additionally, this course introduces students to the common sensory integration issues often associated with Autism. The course provides classroom strategies for supporting individualized sensory and communication needs of children who have Autism Spectrum Disorders, including an introduction to applied behavioral analysis techniques used for language development and collaboration with families and related service providers, as well as focusing on the importance of teaching skill-generalization across multiple settings and situations.

\_\_\_\_\_ ED 642 Social Skills Instruction and Behavioral Strategies for Students with Autism Spectrum Disorders 3 sh

This is the third of four courses in the 12-credit Autism Certificate Program. This course provides students with an overview of typical social and behavioral development as compared with students with Autism Spectrum Disorders. The course emphasizes the role of functional behavior assessments and applied behavioral techniques as related to addressing challenging or inappropriate behaviors that may be exhibited by persons with Autism Spectrum Disorders. Additionally, the course addresses social skill deficits that persons with Autism may have and provides instructional strategies and techniques to address these issues in the classroom using methods that are purposeful and individualized, including the role of peers. This course will focus on collaboration with families and related service providers, as well as the importance of teaching skill-generalization across multiple settings and situations.

\_\_\_\_\_ ED 643 Practicum Experience: Autism Spectrum Disorders (70) hours 3 sh  
(This class must be taken last)

This practicum experience concludes the four-course program for the 12-credit Autism Certificate. It is intended to be a culminating experience so that students have an opportunity to concretely demonstrate skills, techniques, and strategies learned in the previous three courses. This course requires that students complete a practicum experience (minimum of 70 in-class hours) in a setting that serves children with Autism Spectrum Disorders. This could include a self-contained setting, and inclusive setting, or a combination of the two; the population served must be between the ages of 2 and 21, inclusive. Students enrolled in the course will meet three times during the semester to process experiences, share ideas, and engage in inquiry-based discussion. This is in addition to ongoing on-line requirements using Blackboard.