



**Graduate Certificate in Autism Spectrum Disorder (AUTSGC)
2019-2020 Program Assessment**

Mission and Focus of Program

The program's mission is to enable its students to develop a deep understanding of the characteristics and needs of learners with autism spectrum disorder (ASD) in order to create effective programs using evidence-based practices. Given that the demand for professionals with expertise in ASD is intense and growing, this certificate program prepares students to directly apply their knowledge of ASD in educational settings.

Learning Objectives

1. Students will describe the characteristics of individuals with ASD and how these impact learning, social engagement and communication, behavior, and community and school inclusion.
2. Students will identify tools for diagnosis and interpret results from these assessments. Students will identify and apply the use of formal and informal assessments in order to develop educational and social goals and measure progress in school settings.
3. Students will identify, evaluate, and apply elements of high quality programs for children with ASD including promotion of communication, opportunities for social engagement with peers with and without disabilities, visual and structured learning environments, focus on self-management, efforts to ensure engagement, and comprehensive teaming across disciplines.
4. Students will identify and implement evidence based practices (EBPs) in their instruction of learners with ASD. Students will identify sources for identifying EBPs, describe how educational practices meet criteria as EBPs, prepare and deliver rationales for the use of EBPs and develop arguments for not using practices deemed not to be efficacious for supporting learning outcomes.
5. Students will describe how learners' challenging behaviors and limited adaptive behaviors stem from characteristics of ASD, plan and implement functional behavior assessments to understand the function of such behaviors, and develop behavioral plans which include teaching of replacement behaviors and functional communication.
6. Students will reflect on their understanding and assumptions of families of children with ASD and develop plans for active support of their relationships with families as members of transdisciplinary teams.



Objectives	Assessment	Changes Made/Planned	Assessment Made/Planned
<p>1. Students will describe the characteristics of individuals with ASD and how these impact learning, social engagement and communication, behavior, and community and school inclusion.</p> <p>2. Students will identify tools for diagnosis and interpret results from these assessments. Students will identify and apply the use of formal and informal assessments in order to develop educational and social goals and measure progress in school settings.</p> <p>3. Students will identify, evaluate, and apply elements of high quality programs for children with ASD including promotion of communication, opportunities for social engagement with peers with and without disabilities, visual and structured learning environments, focus on self-management, efforts to ensure engagement, and comprehensive teaming across disciplines.</p>	<p>All students passed key assignments across coursework</p>	<p>Continue to enhance course content to broaden to application across various settings (e.g., health care, clinical support, employment).</p> <p>Courses taught by new instructor with expertise in ASD. Instructor feedback will be used to further enhance course content.</p>	<p>*keeping track of students completing GC in ASD along with MED continues to be problematic</p> <p>Considering evaluating student needs and offering GC in ASD every other year.</p>



<p>4. Students will identify and implement evidence based practices (EBPs) in their instruction of learners with ASD. Students will identify sources for identifying EBPs, describe how educational practices meet criteria as EBPs, prepare and deliver rationales for the use of EBPs and develop arguments for not using practices deemed not to be efficacious for supporting learning outcomes.</p> <p>5. Students will describe how learners' challenging behaviors and limited adaptive behaviors stem from characteristics of ASD, plan and implement functional behavior assessments to understand the function of such behaviors, and develop behavioral plans which include teaching of replacement behaviors and functional communication.</p> <p>6. Students will reflect on their understanding and assumptions of families of children with ASD and develop plans for active support of their relationships with families as members of transdisciplinary teams.</p>			
---	--	--	--



UNIVERSITY OF
ARKANSAS®

College of Education & Health Professions
Inclusive Educational and Clinical Programs