



The Notre Dame College Division of Professional Education offers an AUTISM CERTIFICATE.

This program in advanced training is for working professionals in education, social work, occupational therapy, physical therapy, speech/language pathology, music therapy, or any other "touchpoint" profession with students (ages 3-21) with autism.

COURSES

EDD683 Foundations in Autism

***EDD684 Behavioral Supports for Students with Autism Spectrum Disorder across Environments**

***EDD685 Sensorimotor Development and Techniques for Intervention**

***EDD686 Communication, Social Skills, and Emotional Awareness for Students with ASD**

EDD687 Autism Practicum

Candidates who successfully complete this course sequence will be eligible to sit for the IBCCES examination for Certified Autism Specialist (CAS)

<https://ibcces.org/> .

Notre Dame College is pleased to partner with IBCCES to provide this internationally recognized certification.

Please note: students also need a Bachelors Degree and 10 years experience or a Masters and two years of experience to sit for the CAS exam. Students who do not yet meet these qualifications may sit for the AC exam and hold that certification until they meet the qualifications for the more advanced exam.

All courses are 3 graduate credit hours and **8 weeks** in length. Courses with asterisk can be taken in any order.

First course (EDD683) begins January 10, 2022 and second course (EDD684) begins March 7, 2022.

COST PER COURSE IS \$625

To register visit www.NotreDameCollege.edu/admissions/professional-development. For information on registration contact Tina Jurcisin at tjurcisin@ndc.edu. For information on the certificate contact Kelli Tibbitts at ktibbitts@ndc.edu.

The Graduate-Level Autism Certificate provides students:

1. The ability to identify, compare and contrast, assess and plan the use of adaptive, communicative and other relevant contemporary technologies for students with autism spectrum disorders;
2. The ability to define, summarize, compare and contrast, justify and design a behavior plan for students with autism choosing from an array of evidence-based approaches;
3. The ability to label, illustrate, justify and design a model evidence-based classroom that respects and enhances the ecological learning needs of students with autism spectrum disorders;
4. The ability to define, translate, and assess data collected in a hypothetical Multifactorial Evaluation (MFE) and then write sample Evaluation Team Reports (ETR) from this MFE for students with autism spectrum disorders;
5. The ability to define, collect, compare and contrast, justify and design both a resource guide for students K-12 and a transition plan for students age 14+ with autism spectrum disorders as part of an Individualized Education Plan (IEP);
6. The ability to conduct a successful field experience in an educational setting comprised of students K-12 on the autism spectrum.