

# SPECIAL EDUCATION M.ED. - TEACHER AS LEADER IN AUTISM SPECTRUM DISORDER CONCENTRATION

Degree: Master of Education

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

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The Teacher as Leader in Autism, or **TALA** program is a 36-unit master's in special education with a concentration in autism geared towards professionals with a certification in education (general or special education) or a related field (e.g., speech-language pathology, school psychology, etc.) who work with students with autism.

The TALA program prides itself on providing:

- 100% relevant content and information that students can learn in their graduate class one day and implement with their students in their own classrooms the next
- Fully online programming with both synchronous and asynchronous instruction hours
- Faculty who are experts in autism and trained in how to offer effective and transformational online instruction
- A resourceful community of learners and motivated leaders
- Reduced tuition for Maryland residents through our Towson Learning Network (TLN)

## Requirements Admission Requirements

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

The Teacher as Leader in Autism concentration of the Special Education master's degree is an applied professional program designed to meet the increasing and specific needs related to educating autistic students. The degree program is designed for professionals who currently hold certification in special education or a related field (psychology, speech-language pathology, occupational therapy, physical therapy, social work) and are seeking specialized knowledge and opportunities to apply this knowledge to better meet the educational needs of students with autism. The degree program emphasizes the following themes related to autism: specific knowledge about core areas of need, application of research-based instructional and classroom management strategies, effective collaboration and consultation, action research, and leadership. Each course includes an "application project" to allow the student hands-on experience with implementation and reflection of teaching and leadership practices as related to autism.

## Degree Requirements

Code	Title	Units
<b>Initial Courses</b>		
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 620	EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS	3
SPED 621	FORMAL AND INFORMAL ASSESSMENT TECHNIQUES FOR STUDENTS WITH ASD	3
SPED 622	SOCIAL THINKING AND CONNECTEDNESS FOR STUDENTS ON THE AUTISM SPECTRUM	3
SPED 623	BEHAVIOR MANAGEMENT FOR STUDENTS WITH ASD	3
SPED 624	EVIDENCE-BASED STRATEGIES AND INTERVENTIONS FOR STUDENTS WITH ASD	3
SPED 644	UNIVERSAL DESIGN FOR LEARNING AND DIFFERENTIATED INSTRUCTION	3
<b>Curriculum/Methods Courses</b>		
SPED 604	ACTION RESEARCH IN SPECIAL EDUCATION	3
SPED 627	CO-TEACHING AND INCLUSION OF STUDENTS WITH ASD II	3
SPED 628	INTEGRATING INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES TO SUPPORT STUDENTS WITH ASD	3
SPED 629	TRANSITION FOR STUDENTS WITH ASD ACROSS THE LIFESPAN	3
SPED 651	CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD	3
<b>Total Units</b>		<b>36</b>

## Learning Outcomes

### CEC ADVANCED PREPARATION STANDARD 1 ASSESSMENT

- **1.0** Special education specialists use valid and reliable assessment practices to minimize bias.
- **1.1** Special education specialists minimize bias in assessment.
- **1.2** Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

### CEC ADVANCED PREPARATION STANDARD 2 CURRICULAR CONTENT KNOWLEDGE

- **2.0** Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- **2.1** Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
- **2.2** Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

- **2.3** Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

### **CEC ADVANCED PREPARATION STANDARD 3 PROGRAMS, SERVICES, AND OUTCOMES**

- **3.0** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- **3.1** Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- **3.2** Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
- **3.3** Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- **3.4** Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
- **3.5** Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

### **CEC ADVANCED PREPARATION STANDARD 4 RESEARCH & INQUIRY**

- **4.0** Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
- **4.1** Special education specialists evaluate research and inquiry to identify effective practices.
- **4.2** Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
- **4.3** Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

### **CEC ADVANCED PREPARATION STANDARD 5 LEADERSHIP AND POLICY**

- **5.0** Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.
- **5.1** Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- **5.2** Special education specialists support and use linguistically and culturally responsive practices.
- **5.3** Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- **5.4** Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

- **5.5** Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

### **CEC ADVANCED PREPARATION STANDARD 6 PROFESSIONAL AND ETHICAL PRACTICE**

- **6.0** Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
- **6.1** A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
- **6.2** Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
- **6.3** Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
- **6.4** Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- **6.5** Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- **6.6** Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- **6.7** Special education specialists actively promote the advancement of the profession.

### **CEC ADVANCED PREPARATION STANDARD 7 COLLABORATION**

- **7.0** Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
- **7.1** Special education specialists use culturally responsive practices to enhance collaboration.
- **7.2** Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.
- **7.3** Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.