Master’s of Education (M.Ed.) with Severe Disabilities Certification - Focus on Autism Spectrum Disorders at Shady Grove, Maryland

The Special Education Program at the University of Maryland, College Park, is offering an Outreach Master’s of Education degree program in Special Education for teachers and professionals with a valid Maryland Special Education Certificate. A **limited number of spaces are available** to include a cohort of 16 scholars. Applications will be accepted until those spaces are filled. Individuals interested in this opportunity should apply immediately.

This program will focus on preparing teachers and other professionals to meet the needs of students with Autism Spectrum Disorder (ASD) and students with severe disabilities. The program will also provide expertise in how to support the families of students with ASD as those students make the transition from home to school and from school to a work or a post high school setting.

Classes begin in the fall of 2016. This is a two and a half year graduate program with a prescribed sequence of coursework. Scholars must participate in the program as a cohort. The program consists of 36 graduate credit hours taken over eight consecutive semesters. Classes will be conveniently offered at outreach locations in Shady Grove, Maryland during spring, summer, and fall semesters.

The program has been awarded a U.S. Department of Education personnel preparation grant (OSEP Grant: H325K130411) which will make it possible for admitted scholars to be eligible for a fellowship covering the cost of graduate tuition and fees. Please understand there is a “Service Obligation” attached by Congress which specifies that scholars must perform post-graduation work related to the training for which a scholarship was received. These requirements specify that scholars must complete the M.Ed. degree and fulfill a service requirement or “repay the cost of the scholarship, plus interest.”


For questions regarding the academic program, please contact Dr. Agnesanne J. Danehey, Co-Project Director at adanehey@umd.edu.

For questions regarding admissions, registration, or billing, please contact the University of Maryland Outreach Office at 301-405-0902 or coe-outreach@umd.edu.
**Program Description**

The Master’s of Education (M.Ed.) degree program in special education will prepare practitioners to meet the needs of students with severe disabilities, particularly students with Autism Spectrum Disorders (ASD). This eight semester program of study has a prescribed curriculum and scholars will complete the program as a cohort. This program is specially designed at the Universities at Shady Grove outreach location to reach scholars in Maryland counties who might not easily access the UMD campus at College Park. The program will incorporate high quality coursework and include faculty and staff from UMD with national and international recognition. The specific competencies that guide the program are designed to prepare scholars to address the specialized needs of students with ASD across the lifespan.

Scholars gain ASD specific knowledge and skills. Scholars learn evidenced-based methods (e.g., prompt hierarchies, chaining, time delay, etc.) for teaching students with ASDs and severe disabilities. Scholars become knowledgeable of the different diagnostic and learning characteristics of students with ASD. Our scholars are prepared to know and provide effective services for students with ASDs that might present with severe and challenging behaviors. In addition to knowing effective behavior and classroom management strategies, scholars will also know effective social-communication strategies for students with ASDs.

Scholars will be provided a foundation for integrating instructional technology, assistive technology, and Universal Design Learning for students with Autism Spectrum Disorders. Scholars design and evaluate effective lessons for a variety of the latest types of software, augmentative and alternative communication devices, and accessibility tools used to ensure access to the curriculum for students with ASDs to their learning environment. Scholars explore and identify some of the available resources for technology supports for students with ASDs who have secondary disabilities as well (e.g., vision and hearing impairments, physical disabilities, reading or attention impairments, sensory sensitivities). They will program, use, and develop a protocol/rubric for evaluation of appropriate technology and communication supports for use with this population.

Recognizing the impact that a disability can have on the individual and the family, scholars will study families, multicultural and racially diverse groups, and issues of race, culture, and disability as they pertain to teaching, learning, and social dynamics of families. Scholars will demonstrate an understanding of diversity and incorporate their ideas into pedagogy and investigate frameworks for thinking about race and culture in relationship to teaching and working with families.

Guided by faculty, scholars will critically evaluate and apply research literature regarding evidenced-based practice to teach, document, and evaluate the outcomes for students with ASDs. Scholars study single-case analysis as a primary experimental research methodology in special education and other related human service fields. Scholars extract critical elements from research that can be applied in a classroom setting to improve their teaching of students with disabilities.

Finally, scholars will study secondary and transition planning for the transition of students with ASD and severe disabilities to adult living, work, and social environments. Scholars will understand the importance of self-determination and person centered planning strategies to guide students with ASDs as they integrate transition service needs in their IEPs. Scholars learn to identify an array of community-based service options, advocacy models, case management techniques, funding sources, policies and legislative mandates for community services and interagency collaboration.

This program is supported by a grant from the U. S. Department of Education (OSEP Grant: H325K130411). Participants are required to comply with the “Service Obligation” attached to the
funds that make this program possible. These U.S. Government requirements specify that scholars must complete the program and fulfill a service requirements or “repay any scholarship received, plus interest.” Scholars participating in this program will be required to sign a letter that indicates they understand the requirements. Please review these government requirements and the letter of understanding below, before applying to the program. The “Conditions That Must Be Met By Scholar” specifications can be found on pages 32399-32400 of the Federal Register at:
**Proposed Course Listing**

Scholars will be enrolled as University of Maryland graduate students. Fellowship support is assured for participants in this Outreach Program for the eight semesters of the specified program given all requirements for admission and graduation are met. Classes are offered in each semester (Fall, Spring, and Summer) across two and one half consecutive years. Scholars take a prescribed set of 12 courses that total 36 credits.

EDSP 602: Functional Assessment & Instruction in Special Education
EDSP 603: Instruction of Students with Physical Disabilities
EDSP 604: Education of Students with Autism Spectrum Disorders
EDSP 606: Advanced Studies in Inclusive Practices
EDSP 612: Transition Methods & Disability
EDSP 613: Advance Behavior Management in Special Education
EDSP 614: Functional Reading & Community Based Curriculum in Special Education
EDSP 625: Seminar in Severe Disabilities
EDSP 678A: Social-Communication Challenges and Strategies for Individuals with Autism Spectrum Disorders
EDSP 687: Family Partnerships in Special Education
EDSP 690: Teacher Candidate Research Seminar in Special Education
EDSP 889: Innovative Technology for Students with Autism Spectrum Disorders
Requirements for Admission

- 3.0 or above Bachelor's degree GPA from an accredited institution
- Official transcripts from all undergraduate and graduate institutions attended. Note: For admission purposes, an unofficial transcript can be uploaded. If accepted into the program, an official transcript will be required by the Graduate School by the end of the first semester of enrollment.
- Statement of Educational Goals, Research Interests, and Experiences
- 3 Letters of Recommendation
- Resume/Curriculum Vitae
- Copy of Maryland State Department Education, Special Educator Certificate in Generic Special Education (any grade band)
- Signed Financial Support & Service Agreement (also known as Pay-Back Provision Agreement Letter)
- Basic Skills Test: Submit one of the following exams which meet the minimum score requirements.

<table>
<thead>
<tr>
<th>Praxis Core Academic Skills</th>
<th>Test Code</th>
<th>MD Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (sr - 85 min.) and</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Writing (sr &amp; cr - 100 min.) and</td>
<td>5722</td>
<td>162</td>
</tr>
<tr>
<td>Mathematics (sr - 85 min.)</td>
<td>5732</td>
<td>150</td>
</tr>
<tr>
<td>Praxis I: PPST/CPPST Prior to September 1, 2014</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>5710</td>
<td>177</td>
</tr>
<tr>
<td>Writing</td>
<td>5720</td>
<td>173</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5730</td>
<td>177</td>
</tr>
<tr>
<td>SAT (prior to April, 1995) (math and verbal)</td>
<td>-</td>
<td>1000</td>
</tr>
<tr>
<td>SAT (after April, 1995) (math and verbal or math and critical reading)</td>
<td>-</td>
<td>1100</td>
</tr>
<tr>
<td>GRE (prior to September 1, 2011) (math and verbal)</td>
<td>-</td>
<td>1000</td>
</tr>
<tr>
<td>GRE (taken as of September 1, 2011) (math and verbal)</td>
<td>-</td>
<td>297</td>
</tr>
<tr>
<td>ACT</td>
<td>-</td>
<td>24</td>
</tr>
</tbody>
</table>
Application Information: Important Dates and Application Instructions

Application Deadline:
For Best Consideration: March 31, 2016

1. To apply online go to: https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=umdgrad
2. First, you must click on the tab to “Create Account.” The website will guide you through that process, after which you can begin your online application. The deadline to apply is March 31, 2016.
3. Complete the Demographics and Contact Information Sections
4. Application Fee $75.00 (non-refundable)
5. Educational Intent Section:
   - Applicant Type: Domestic
   - Term of Entrance: Fall 2016
   - College/School: College of Education
   - Program of Study: Special Education (EDSP)
   - Degree: MEd w/Cert
   - Area of Interest 1: Autism Spectrum Disorders Shady Grove (off-campus) (MCASD)
   - Area of Interest 2: Advanced-Severely and Profoundly Disabled (MSEV) (MCASD)
   - Area of Interest 3: N/A
8. Upload your statement of purpose or goal statement
9. Previous Education: Enter Institutions you have attended (with 9 credits or more)
   Note: Unofficial transcript(s) Bachelors and Master’s and any institution with 9 credits or more must be uploaded into your application. If accepted into the program, an official transcript will be required by the graduate school by the end of the first semester of enrollment. Official transcripts should be sent to:
   University of Maryland College Park
   Enrollment Services Operation
   Room 0130 Mitchell Building
   College Park, MD 20742
10. Complete the Personal Information section
11. Upload requirements: submit a copy of your:
   - Resume
   - Maryland Teaching Certificate
   - Copy of your official basic skills test score report
12. Recommendations: Enter recommender name and email address (note: email address is required).

If you have any questions regarding the online application process, please contact Judy Foster at jfoster@umd.edu.

Admission decisions will be finalized as the completed applications are received.
Classes will officially begin in August 29, 2016.
**Service Requirements**

**Financial Support and Service Obligation:**

Substantial fellowships are available through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Stipends will be provided to approximately 16 scholars who are successfully admitted. The stipend covers the cost of tuition and mandatory fees.

As with most federally funded personnel preparation programs, there is an expectation that the recipients of such a program will spend time serving the students that they have received preparation to instruct. This expectation is called the Service Obligation. All applicants should review federal requirements available at: [https://pdp.ed.gov/OSEP](https://pdp.ed.gov/OSEP) and [https://pdp.ed.gov/OSEP/Regulation/ProgramRegs2006](https://pdp.ed.gov/OSEP/Regulation/ProgramRegs2006).

**Frequently Asked Questions** are found at: [https://pdp.ed.gov/OSEP/Home/faq/](https://pdp.ed.gov/OSEP/Home/faq/) and Pre-Scholarship Agreements and Exit Certifications ([https://pdp.ed.gov/OSEP/Home/Agreements/](https://pdp.ed.gov/OSEP/Home/Agreements/)) are available for prospective scholars to review at their leisure.

Additional information can be found at: [https://pdp.ed.gov/OSEP/Scholar](https://pdp.ed.gov/OSEP/Scholar). According to section 304.31, the Secretary may grant a deferral or an exception to the work or repayment requirements upon request, if a scholar can provide sufficient evidence to substantiate eligibility.
Prior to granting a scholarship, the grantee will require each scholar to use the OMB-approved Pre-scholarship Agreement in which the scholar agrees to the terms and conditions set forth in the regulations published on June 5, 2006 implementing section 662(h) of IDEA (see 34 CFR part 304), including the requirement that the Secretary track the service obligations of scholarship recipients. The regulations and the Frequently Asked Questions (FAQs) are also available at https://pdp.ed.gov/OSEP/Home/Regulation and https://pdp.ed.gov/OSEP/Home/faq/.

According to section 304.23(a), the Secretary may grant a deferral or an exception to the work or repayment requirements upon request, if a scholar or an obligee can provide sufficient evidence to substantiate eligibility.

The U.S. Department of Education’s address for purposes of this Pre-Scholarship Agreement is:

OSEP PDP Data Collection Center
Grants Awarded in FY2006 and Any Year Thereafter
US Department of Education
Office of Special Education Programs
1600 Research Blvd, RA 1297
Rockville, MD 20850

**Pay-Back Provision Agreement Letter Example – Admitted Scholars Will be Required to Sign – See Below:**

<table>
<thead>
<tr>
<th>To Be Completed by the Grantee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Award Number: H325</td>
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<tr>
<td>Grantee:</td>
</tr>
<tr>
<td>Project Title:</td>
</tr>
<tr>
<td>Course of Study or Program:</td>
</tr>
<tr>
<td>Project Director:</td>
</tr>
<tr>
<td>Date of Scholarship Assistance and Service Obligation Meeting:</td>
</tr>
<tr>
<td>Estimated total amount of training in academic years:</td>
</tr>
<tr>
<td>Estimated total amount of funding that will be provided:</td>
</tr>
<tr>
<td>Date of Enrollment:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholar Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholar Name:</td>
</tr>
<tr>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Social Security Number:</td>
</tr>
<tr>
<td>Street Address:</td>
</tr>
<tr>
<td>City, State, Zip Code:</td>
</tr>
<tr>
<td>E-mail Address:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Scholar Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Relationship:</td>
</tr>
<tr>
<td>Street Address:</td>
</tr>
<tr>
<td>City, State, Zip Code:</td>
</tr>
<tr>
<td>Telephone Number:</td>
</tr>
<tr>
<td>E-mail Address:</td>
</tr>
</tbody>
</table>
To Be Completed by Scholar

I have read the Service Obligation Regulations, FAQs and statements (a) through (i) below:

a) Upon exiting the training program, I must subsequently maintain employment 1) on a full-time or full-time equivalent basis; and 2) for a period of at least two years for every academic year for which assistance was received;

b) The eligible employment through service obligation must be related to the training received; and

c) I must be employed in a position in which

   1) At least 51 percent of the infants, toddlers, and children to whom I provide services are receiving special education, related services, or early intervention services from me;

   2) I spend at least 51 percent of my time providing special education, related services, or early intervention services to infants, toddlers, and children with disabilities; or

   3) If the position involves supervision including in the capacity of a principal, teaching at the postsecondary level, research, policy, technical assistance, program development, or administration, I spend at least 51 percent of my time performing work related to the training for which a Special Education -- Personnel Development to Improve Services and Results for Children with Disabilities program scholarship was received under section 662 of the Act.

d) I cannot repay my service obligation through eligible employment unless I have completed my academic training or have completed at least one academic year of training. If I cannot repay through eligible employment, I must repay the total amount of funding I have received for my training;

e) If I do not fulfill my service obligation through eligible employment, I must repay the total amount of funding received for my training or a prorated amount if I have fulfilled a portion of my service obligation through eligible employment;

f) I will inform the US Department of Education of my intention to complete my service obligation either through eligible employment or by repaying the total amount of funding received within 30 days of completion of my training. I have provided the information requested of me in this Agreement to the grantee representative;

g) I have completed the Certification of Eligibility for Federal Assistance form (ED 80-0016);

h) I understand there is no guarantee of federal funding for the duration of my training; and

i) I have agreed to comply with the regulations for the Special Education -- Personnel Development to Improve Services and Results for Children with Disabilities program (see 34 CFR part 304), including the requirement to provide the information necessary to the Secretary to track my service obligation.

______________________________     _______________________________          ____________
Scholar Name                                 Scholar Signature                        Date
(Please print)

To be Completed by Grantee Representative

I have met with the scholar and discussed the service obligation requirements and provided him/her with a copy of the regulations and the FAQs.
Note: Upon enrollment, the completed Pre-scholarship Agreement must be directly entered into the Data Collection System database at https://pdp.ed.gov/OSEP.
Dr. Burke has served as Director of the Institute for the Study of Exceptional Children and Youth continuously since its creation in 1981. He served as Chair of the Department of Special Education 1978-2011 at the University of Maryland. During this period the Department grew in its academic reputation and has been ranked consistently over the past decade as one of the top ten graduate programs by the US News and World Report. Dr. Burke served as Associate Dean in the College of Education 2011-13 responsible for fostering the development of General Education, Honors and I Series courses as well as State and Federal relations. As Chair, Dr. Burke led the development of an innovative five-year BS/MEd program in Special Education, as well as the creation and development of a graduate program in policy studies. In addition, he led the creation and development through faculty recruitment and staffing, of several important fields, including programs for severe disabilities (including autism), early childhood (including infancy) and secondary transition. As Director of the Institute, Dr. Burke oversees research and policy studies which examine critical issues in Special Education. Under his leadership the Institute has developed over forty sponsored research projects in critical fields of inquiry in Special Education. Dr. Burke is often called upon as a resource person to those involved in policy making and legislation at the state, national and international level. He has testified before the US Senate and House of Representative Committees regarding reauthorization and appropriations for legislation impacting individuals with disabilities. In the policy realm Dr. Burke serves as the Governmental and Congressional liaison for the Higher Education Consortium in Special Education, an organization representing 70 of the major doctoral level graduate programs in special education. Dr. Burke served on the US Department of Defense Dependents Schools advisory committee in special education at a critical time when the DoDDS system was revising policies to achieve compliance with all stateside requirements for special education including full implementation of the Individuals with Disabilities Education Act. He currently serves as a member of the board of the Military Child Education Coalition collaboration with the AACTE in support of Joining Forces, a White House initiative to assist military families and their dependent children. Prior to his tenure at the University of Maryland, Dr. Burke served for 8 years as a professional staff member of the Bureau of Education for the Handicapped in the US Office of Education (the precursor organization to OSEP). In this role he held leadership responsibilities in the BEH at a critical time with the passage of PL 94-142, the Education for All Handicapped Children Act and its implementation, including drafting the regulations implementing provisions for personnel development. As Director of the Special Projects program in BEH Dr. Burke was responsible for the development of key innovative programs in Special Education, including the original programs for the preparation of doctoral level leadership personnel and teachers of children with severe disabilities. Dr. Burke has been active in developing faculty exchange programs and in studying special education in international settings. Dr. Burke’s international experience has included serving as a consultant with the Organization for Economic Cooperation and Development (OECD), on the study of the Kurator System in Denmark, an innovative program for young adults with disabilities, serving as co-sponsor for an international conference on employment of individuals with disabilities for the OECD. Dr. Burke has served as a consultant to the Joseph P. Kennedy, Jr., foundation and accompanied Jean Kennedy Smith to the Soviet Union as a member of a US delegation to study the involvement of individuals with disabilities in the arts, a mission that resulted in exchanges between the Very Special Arts program at the John F. Kennedy Center for the Performing Arts and organizations within the Soviet Union.
Agnesanne J. Danehey, Ph.D.
Co-Project Director
Research Assistant Professor
UMD Faculty

Dr. Danehey’s experience spans secondary/transition, adult services, and working with adults with severe and challenging behaviors including those with developmental disabilities and mental health issues (dual diagnoses). As Acting Deputy Director of Special Populations for Maryland’s Developmental Disabilities Administration (DDA), Dr. Danehey oversaw the State of Maryland’s Federal Demonstration Grant for Community Supported Living as well as leadership, management, and fiscal oversight for the Unit’s other multimillion dollar projects (e.g., Transitioning Youth Initiative, Aging Adults with DD, Grabou & Knott Class.) As Clinical Research Assistant Professor, Dr. Danehey focused on serving those individuals’ thought to have severe reputations and challenging behaviors and oversaw the deinstitutionalization of Maryland’s Knott Class (people with intellectual disabilities and Axis I diagnosis living in chronic psychiatric facilities but no longer meeting the retention criteria at the hospital) for the State of Maryland. Dr. Danehey piloted a form of person-centered planning (PCP) for people with developmental disabilities and limited informal support networks (PCP with Persons with Severe Reputations and Challenging Behaviors) as well as worked to facilitate community supported living arrangements regardless of disability. Dr. Agnesanne Danehey has held teaching certificates in both general education and special education. Now at the University of Maryland, College Park for over 18 years, Dr. Danehey has served as a University Supervisor for practicum and internships in the Special Education Program, UMCP in both high & low incidence placements. Dr. Danehey has also provided supervision to Master’s Level scholars receiving certification at the secondary level in comprehensive and area voc-tech high schools. Dr. Danehey has taught a broad range of classes including: Secondary/Transition, Introduction to Special Education, Assessment in Special Education, Evaluation and Measurement, Literacy for At-Risk Adolescents, and Curriculum & Instruction.

Frances L. Kohl, Ph.D.
Senior Faculty and Curriculum Coordinator for Severe Disabilities and Autism Spectrum Disorders
Associate Professor
UMD Faculty

Dr. Kohl received her doctorate in Special Education from the University of Illinois at Urbana. Her areas of specialization and research include performance-based teacher preparation, curriculum development, instructional methodology, inclusion practices, and methods of communication for students with severe disabilities. In addition, she has had extensive teaching experience in classrooms for students with moderate, severe, and multiple disabilities at the elementary age levels. She teaches courses in curriculum development, instructional methodology, and assessment procedures, physical and sensory impairments, and single case research methodologies. She works extensive with the Maryland State Department of Education on certification and alternate assessment issues.
Paula Beckman, Ph.D.
Full Professor
UMD Faculty

Dr. Beckman is a specialist in the area of Infancy and Early Childhood Special Education. A major area of interest is in supporting families of young children with disabilities. Within this area, she has focused on strategies for promoting family well-being and for developing collaborative partnerships between families and service providers. As part of her interest in families, she has also been interested in community development and on factors that promote the ability of children with disabilities and their families to participate in a wide range of activities within their neighborhoods and communities. She has particular expertise in establishing programs for young children and their families in community settings. She also has a strong interest working with children who are at risk for learning problems due to poverty and lack of educational opportunity. She has been working with children, teachers and schools in developing countries, particularly in Central America, for more than twelve years. As an internationally known expert in early intervention and early childhood special education, and working with families, Dr. Beckman has edited two books and published more than 80 articles and chapters. Dr. Beckman specializes in working with families of young children with disabilities. She also has a great deal of experience working with students with disabilities who are culturally, linguistically, and ethnically diverse. She is currently training teachers (preschool - 8th grade) in rural village schools in El Salvador, Honduras, Guatemala and Nicaragua. Dr. Beckman has trained preschool teachers from 20 rural villages in El Salvador. Dr. Beckman previously served as Principal Investigator on the Early Childhood Research Institute on Inclusion. She is working on issues related to community-based service delivery, collaboration between general and special education teachers, and collaboration with families.

Katharina Boser, Ph.D.
Computer Science Teacher and Technology Coordinator.
UMD Lecturer

Katharina Boser received her Ph.D. from Cornell University in developmental and cognitive psychology. She completed a postdoctorate at the University of Maryland studying language rehabilitation using computing technologies for patients with aphasia. In 2000, she joined the research faculty at Johns Hopkins University School of Medicine in Cognitive Neurology where she studied language/attention training and number/visual cognition in children with autism until 2005. She has conducted research on social robots and usability research for developing teaching software for use with children with autism and other cognitive and/or learning issues with a technology company called Anthrotronix, in Silver Spring. Dr. Boser has co-edited a book on technology tools for students with ASD, published more than 14 articles on technology for students with ASD, and has numerous invited presentations across the nation in the area of technology for students with autism spectrum. Dr. Boser is the Technology Corrdinator and Computer Science Teacher at Glenelg Country School for Grades 3-5, Soroban Instructor, First Lego Coach, STEAM committee member, 3D Pring specialist, and President of Individual Differences in Learning Association of Howard County, MD.
Barbara Gruber, Ph.D.
Professional Development Facilitator, Maryland Coalition for Inclusive Education
UMD Lecturer

Dr. Barb Gruber has provided professional development and support to schools around the state through the Maryland Coalition for Inclusive Education (MCIE) for more than twenty years. Her work with MCIE has focused on systems change, teacher training, and individual student support to promote the inclusion of students with disabilities in their neighborhood schools. She has extensive experience designing supports for students in the general education setting, including students with autism spectrum disorders (ASDs) with academic and/or behavioral support needs. Dr. Gruber is also a Research Associate at the University of MD, College Park, where she has taught a course on inclusive practices for over 10 years. She received her B.A. in Sociology and Psychology from Alderson-Broaddus College, her M.A. in Clinical Psychology from West Virginia University, and her Ph.D. in Special Education from the University of Maryland, College Park. Prior to MCIE, Dr. Gruber worked at the May Institute in Massachusetts providing behavioral interventions for children with autism spectrum disorders (ASDs).