



**NEW GRADUATE CONCENTRATION PROPOSALS**  
**ARIZONA STATE UNIVERSITY**  
**GRADUATE COLLEGE**

**This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.**

A concentration is a subspecialty within a degree and major, which reflects that the student has fulfilled a designated, specialized course of study, which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as "emphases," "tracks," "foci," "options," etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**. Mail code 1003 and electronic copies to [eric.wertheimer@asu.edu](mailto:eric.wertheimer@asu.edu) or [Denise.Campbell@asu.edu](mailto:Denise.Campbell@asu.edu)

**Please type.**

<b>Contact Name(s):</b> Suzanne Painter, Meredith Toth, Ann Keith, Kathleen McCoy	<b>Contact Phone(s):</b> 602-543-6380
<b>College/School/Division Name:</b> Mary Lou Fulton Teachers College	
<b>Academic Unit Name:</b> Division of Educational Leadership and Innovation (or proposing faculty group for interdisciplinary proposals)	
<b>Existing Graduate Degree and Major under which this concentration will be established:</b> M.Ed. in Curriculum and Instruction	
<b>Proposed Concentration Name:</b> Autism Spectrum Disorders	
<b>Requested Effective Term and Year:</b> Fall 2013 (e.g. Spring 2014)	
<b>Do Not Fill in this information:</b> <u>Office Use Only</u> <b>Plan Code:</b>	<b>CIP Code:</b>

## 1. Overview

- A. Provide a brief description (*not to exceed 250 words*) of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The Mary Lou Fulton Teachers College offers a M.Ed. in Curriculum and Instruction, Teaching and Learning concentration with a specialization in Autism Spectrum Disorders. The program prepares individuals with specialized skills and knowledge to work effectively and compassionately with children and adults who have autism spectrum disorders (ASD).

Students will learn the most current instructional methods and materials for working with individuals with autism spectrum disorders. Through coursework and applied projects, they will increase their understanding of characteristics of individuals with autism, learn behavior management approaches, develop their understanding of the effects of ASD on families, and learn strategies for family support and empowerment.

Currently the ASD specialization is not indicated on the ASU transcript. Of the 10 courses required for the degree, two are foundations and capstone courses required of most students in the Curriculum and Instruction degree program. Four courses provide foundational and advanced knowledge and skills in special education and four focus on autism spectrum disorders. The specialized nature of the ASD coursework warrants distinction of the concentration from other specializations within the Curriculum and Instruction degree program. The coursework is delivered in an online format only.

## 2. Impact Assessment

- A. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc.?

The market demand for individuals trained in Autism Spectrum Disorders is very high nationwide and especially in Arizona. The Center for Disease Control currently has an estimated 1 in 88 individuals fall on the autism spectrum. In addition, the passage of the Arizona Autism Insurance Bill (Steven's Law) on July 1, 2009, requires certain health insurers/carriers to provide coverage for the diagnosis and treatment of behavioral therapy services for individuals with ASD, which also

includes Autism, Asperger Syndrome and Pervasive Developmental Disorder (PDD-NOS). The ASD concentration provides instruction for individuals with ASD related to:

- Increasing on-task behavior, or social interactions;
- Teaching functional life skills, communication skills, or social skills);
- Maintaining self-control and self-monitoring procedures to maintain and generalize job-related social skills);
- Generalizing or transferring behavior from one situation or response to another;
- Restrict or narrowing conditions under which interfering behaviors occur;
- Reduce interfering behaviors (e. g, self-injury or stereotypy).

Enrollment in the existing specialization has doubled over the last two years. The addition of the new concentration will make it easier for students to find and apply to the program. Equally important, the students will receive recognition for their expertise in ASD upon graduation as the concentration name would display on ASU transcripts. Furthermore, establishment of the new concentration will improve the process by which the college can track and advise students throughout the program.

Coursework in the ASD specialization focuses on foundations of autism spectrum disorders, reading and communication strategies for individuals with autism, consultation frameworks and family-centered practices, and using methods of applied behavior analysis with individuals with autism. The emphasis of the coursework on autism spectrum disorders warrants distinction of the concentration from other specializations within the M.Ed. in Curriculum and Instruction degree program.

- B. Please identify other related ASU programs and outline how the new concentration will complement these existing ASU programs? (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

The current specialization in ASD is the only one offered at ASU. The new Autism Spectrum Disorders concentration under the M.Ed. in Curriculum and Instruction will replace the current ASD specialization within the M.Ed. in Curriculum and Instruction: Teaching and Learning concentration. The Teaching and Learning concentration will continue to exist as other specializations continue to be offered under that concentration.

- C. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs. (Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)**

This concentration is not interdisciplinary.

### 3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?**

30 hours

- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear on the departmental website, or other source (please indicate source). Please also list all undergraduate and graduate degrees and/or related disciplines that are required for admission to this concentration program.**

The following are required:

- 3.0 GPA in the last 60 hours of undergraduate work.
- Completion of a bachelor's degree.
- Application to the Graduate College online.
- Official Transcripts
- Personal statement demonstrates that applicant's goals with respect to the program outcomes and success in a graduate and online program. The statement should also demonstrate high quality writing and awareness that the student understands the demands of graduate school.

Two letters of recommendation from individuals who can speak to the applicant's potential for success in a graduate program

- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies. As applicable, please also address the courses that must be taken to remedy any relevant deficiencies for incoming students. The proposed concentration is not part of a larger, interdisciplinary agenda.
- D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Upon completion of the program, graduates will be able to describe or apply:

- Describe and apply current instructional methods and materials for working with individuals with ASD
  - Use evidence-based practices
  - Describe characteristics of individuals with ASD and develop instructional responses
  - Explain effects of ASD on families and employ strategies for family support and empowerment
  - Describe and apply behavior management approaches with special emphasis on applied behavioral analysis techniques
- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).

Evaluation of student achievement of the knowledge, competencies and skills outlined in 3D will be assessed via two methods: course projects and assignments, along with a culminating portfolio.

Major assignments in each of the special education and autism spectrum disorders courses require students to apply knowledge and skills from the course and demonstrate mastery of the course learning objectives. Course assignments require students to apply theory through real-world projects that demonstrate acquisition, fluency and maintenance of knowledge and skills needed to serve individuals with autism.

In the Capstone Course, students complete a portfolio that incorporates the major assignment or project from each of their courses and integrates a reflection on the national autism standards of the Council for Exceptional Children. In accordance with rigorous guidelines, students demonstrate analysis of material learned in and across each of the major assignments/projects, resulting in a highly organized high-level synthesis of their program experience.

**F. Please provide the curricular structure for the proposed concentration.**

- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

<b>Required Core Courses for the Degree</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total) 3</b>
COE 501	Introduction to Research & Evaluation in Education	N	<b>3</b>
<b>Required Concentration Courses</b>			<b>Credit Hours</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	<b>(Insert Section Sub-total) 18</b>
SPE 520	Reading & Communication Strategies for Individuals with Autism	N	<b>3</b>
SPE 521	Foundations of Autism Spectrum Disorders	N	<b>3</b>
SPE 540	Family Centered Practices	N	<b>3</b>
SPE 541	Consultation Frameworks and Issues	N	<b>3</b>

SPE 531	Methods of Applied Behavior Analysis for Exceptional Populations	N	3
SPE 566	Applied Behavioral Analysis in Inclusive Setting	N	3
<b>Elective or Research Courses</b> <i>(as deemed necessary by supervisory committee)</i> <b>(students will select one course)</b>			<b>Credit Hours</b> <b>3</b>
<i>(Prefix &amp; Number)</i>	<i>(Course Title)</i>	<i>(New Course?) Yes or No?</i>	
SPE 512	Individuals with Mental Retardation	N	3
SPE 536	Characteristics of Children with Behavioral Disorders	N	3
SPE 548	Cross-Categorical Foundations: LD, ED, MR, & PI/OH	N	3
SPE 561	Characteristics/ Diagnosis of Learning Disabilities	N	3
<b>Culminating Experience</b> <i>E.g. - Capstone project, applied project, <b>thesis (masters only)</b> – 6 credit hours) or <b>dissertation (doctoral only)</b> – 12 credit hours) as applicable</i>			<b>Credit Hours</b> <b>3</b>
<b>SPE 597 Capstone</b>			<b>3</b>
<b>Other Requirements</b> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			<b>Credit Hours</b> <b>3</b>
<b>SPE 580 Practicum</b>			<b>3</b>
<b>For doctoral programs</b> – as approved by the student's supervisory committee, the program can allow 30 credit hours from a previously awarded master's degree to be used for this program. As applicable, please indicate the total credit hour allowance that will be used for this program.			
<b>Total required credit hours</b>			<b>30</b>

- G.** Please describe the primary course delivery mode, (e.g., online, face-to-face, off-site etc.). **Please note:** If this proposed initiative will be offered **completely** online, clearly state that in this section.
- The program will be delivered completely online. All courses for the program are already developed online and currently offered as part of the existing autism spectrum disorders specialization.
- H.** Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).
- The portfolio is based on all coursework taken over the 30 hours of the program. Students identify one major assignment or project from each of their courses to be included in their portfolio. Through a written reflection on each assignment/project and a written paper, students demonstrate analysis and synthesis of material learned in the master's program and evidence of competency in the Council for Exceptional Children Advanced Knowledge and Skill Set for Developmental Disabilities / Autism Specialist. (see section 3E)
- I.** Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).
- The practicum requires students to apply theoretical and practical information presented through coursework found in the Autism Spectrum Disorders specialization in a real world setting. The practicum provides the ASU student with experiences for learning or applying new behavior addressed through coursework in the program. The practicum experience encourages and supports ASU students as they continue to grow and evolve as qualified professionals. Students complete 45 hours of approved activities under the guidance of an ASU instructor.

- J. For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).

N/A

#### 4. Administration and Resources

- A.** How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?

Individuals in the Mary Lou Fulton Teachers College Office of Student Services currently administer the M.Ed. Curriculum and Instruction: Teaching and Learning concentration with an Autism Spectrum Disorders specialization and will continue to administer the program if approved as a new concentration. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed concentration.

- B.** How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

Over 100 students are currently enrolled in the autism spectrum disorders specialization. Following approval of the concentration, approximately 40 students will be admitted each semester with an enrollment projection of 360 students over the next three years.

- C.** What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

As the autism spectrum disorders concentration is currently being offered as a specialization in the M.Ed. in Curriculum and Instruction, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved class fees associated with the classes. No provisions are necessary to support doctoral students. No new books, library holdings, equipment, laboratory space and or personnel will be required at this time.

- D.** Please list the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

<i>Name</i>	<i>Title</i>	<i>Area(s) of Specialization as they relate to proposed concentration</i>
Kathleen McCoy, PhD	Associate Professor	Methods in special education and ASD
Stanley Zucker, PhD	Professor	Research in Applied Behavior Analysis
Sarup Mathur, PhD, BCBA-D	Associate Professor	Behavior analysis and Ethics
Samuel DiGangi, PhD	Associate Professor	Positive behavior interventions and supports
Linda Caterino Kulhavy, PhD, ABPP	Clinical Associate Professor	Research in special education and ASD; school psychology
Ronni Okraski, BCBA	Lecturer	Research and evaluation techniques in Applied Behavior Analysis

- E.** Is there a graduate faculty structure for this concentration program that will differ from the original degree program graduate faculty structure (**for PhD programs only**)? If yes, please include the name of the graduate faculty group and whether they will participate in offering this concentration.

n/a

#### 5. Additional Material — Please attach any additional information that you feel relates to the proposed concentration. (Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

**Approvals** (if the proposal submission involves multiple units, please include letters of support from those units)

DEPARTMENT CHAIR or SCHOOL  
DIRECTOR

Suzanne Painter, Director, Div. of Educational Leadership & Innovation

*Suzanne R Painter*

SIGNATURE

10/17/12

DATE

DEAN (Please print or type)

Mari Koerner, Dean, Mary Lou Fulton Teachers College

*Mari Koerner*

SIGNATURE

10/17/12

DATE

**The following section will be completed by the GC following the recommendations of faculty governance bodies.**

EXECUTIVE VICE PROVOST FOR ACADEMIC AFFAIRS AND DEAN OF THE GRADUATE COLLEGE

SIGNATURE

DATE

**Please note:** Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**

GF0311E-92

**Department of Psychology – Indication of Support (Autism Spectrum Disorders Concentration)**

**From:** Keith Crnic  
**Sent:** Wednesday, December 12, 2012 6:19 AM  
**Subject:** Program Approval from Psychology

Please accept this note as confirmation that the Department of Psychology is happy to lend its approval to the Autism and ABA Concentration in the Masters in Curriculum and Instruction offered by the MLFTC (as described by Dr. Painter below). The program that Psychology is developing is different in both its focus and its method of delivery, so there will be minimal overlap between the two, and both will fill important needs in the community.

Sincerely,

Keith Crnic  
Chair, Department of Psychology

=====  
**From:** Suzanne Painter <[SUZANNE.PAINTER@asu.edu](mailto:SUZANNE.PAINTER@asu.edu)>  
**Date:** Monday, December 10, 2012 12:25 PM  
**To:** Keith Crnic <[Keith.Crnic@asu.edu](mailto:Keith.Crnic@asu.edu)>  
**Subject:** Program statement

Hi Keith

**Background:** Teachers College has been offering both autism and ABA courses online for some time as a focus area under the “Teaching and Learning” concentration of the Masters in Curriculum and Instruction. It has been a bit confusing for students so we have planned to elevate the focus areas to concentrations in Autism and ABA, making it easier for students to find the programs and allowing them to appear on transcripts, but there won’t be any new classes or change in the program. (Essentially, we weren’t sure if the enrollment would justify a separate concentration, and were waiting to find out.) The autism concentration came up at CAPC this week; it’s my recollection that we discussed it briefly at the meeting where we focused on ABA with Betty and Rob. Both autism and ABA are only online programs and we have no intention of offering them face-to-face – in fact, would welcome f2f program in Psych. Please let me know if there are any questions or if there is anything I can do to assist.

Many thanks,

Suzanne

Suzanne R. Painter, Ph.D., Director  
Division of Educational Leadership and Innovation  
Mary Lou Fulton Teachers College