



PROPOSAL TO ESTABLISH A NEW GRADUATE CONCENTRATION

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. It indicates the fulfillment of a designated, specialized course of study, which qualifies the student with 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 distinguished from more informal academic distinctions such as “emphases,” “tracks,” “foci,” “options,” etc.

This proposal template should be completed in full and submitted to the University Provost’s Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost’s Office notifies the academic unit that the program may be offered.

GRADUATE CONCENTRATION

College/School: Mary Lou Fulton Teachers College

Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.

Department/Division/School: Division of Educational Leadership and Innovation

Proposing faculty group (if applicable):

Existing graduate degree and major under which this concentration will be established: Master of Arts (MA) in Special Education

Name of proposed concentration: Autism Spectrum Disorders

Requested effective term and year: Fall 2019

(The first semester and year for which students may begin applying to the concentration)

Is a program fee required? Yes, a program fee is required.

Note: for more information about program fee requests, visit <https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees>

Is the unit willing and able to implement the program if the fee is denied? Yes, we are able to implement the program.

Delivery method and campus or location options: *select all locations that apply*

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

ASU Online only (all courses online and managed by ASUOnline)

Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process.

Do Not Fill in this information: Office Use Only	CIP Code:
Plan Code:	

PROPOSAL CONTACT

Name: Sherman Dorn **Title:** Professor and Director
Phone number: 602-543-6379 **Email:** sherman.dorn@asu.edu



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DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and college/school levels of review, and the college/school(s) has the resources to offer this degree program. I recommend implementation of the proposed concentration.

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

College/School/Division Dean name: Carole G. Basile

Signature: 

Date: 2/15/19

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.

1. OVERVIEW

Provide a brief description (*no more than 150 words*) of the new concentration (including the focus of the new concentration, relationship to other concentrations within this degree program, etc.).

The Autism Spectrum Disorders (ASD) concentration under the MA in Special Education pairs research and experience to prepare individuals with specialized skills and knowledge necessary 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.

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 courses for the proposed Autism Spectrum Disorders concentration have been offered online as a concentration under the MEd in Curriculum & Instruction for five years. The establishment of a new concentration under the MA in Special Education will enable better alignment with labor market recognition of degrees focused on the study of Autism Spectrum Disorders in a Special Education context, as indicated through internal market research, feedback from current and past students, and survey of competitive programs offered by other institutions of higher education. Enrollment in the MEd in Curriculum Instruction (Autism Spectrum Disorders) concentration for fall 2018 exceeded 70 students, and there is continued demand for the concentration. Based on market observation and requests from current and prospective students and program alumni, it is anticipated that the proposed MA in Special Education (Autism Spectrum Disorders) concentration will maintain the current enrollment level of the MEd in Curriculum and Instruction (Autism Spectrum Disorders) concentration and continue to grow. Upon approval and implementation of the MA Special Education (Autism Spectrum Disorders) concentration, the current MEd in Curriculum & Instruction (Autism Spectrum Disorders) concentration will be disestablished. Once disestablished, the MEd in Curriculum & Instruction (Autism Spectrum Disorders) concentration will stay active in degree search with applications closed until no students remain in the program.

Of the courses required for the program, one course (SPE 525 Measurement, Data Display, Interpretation and Experimental Design) will serve as the core requirement for the MA in Special Education. Advanced professionals graduating with a masters of arts in Special Education need access to the essential techniques used in different fields. 'Measurement, Data Display, Interpretation and Experimental Design' teaches the essential techniques that allow professionals with a master's degree in Special Education to be successful in the broad range of professional opportunities.



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Professionals trained in ASD through the new MA in Special Education will be equipped to recognize challenges related to autism, advocate for individuals on the spectrum, and design, implement and evaluate the effectiveness of interventions for individuals with ASD. Students will learn about the wide spectrum of potential challenges across the lifespan that need to be assessed and addressed, and the most common and evidence-based interventions to improve outcomes. The emphasis of the coursework on autism spectrum disorders warrants distinction from other concentrations within the MA in Special Education due to the focus on understanding core challenges and strategies applied specifically with the population of children and adults affected with ASD. In comparison, the Applied Behavior Analysis (ABA) concentration within the MA in Special Education focuses on the broader science of ABA and how it can be applied in a range of contexts and settings (e.g., educational organizations).

To support the number of students enrolled in this program, the college has developed (in coordination with the faculty who coordinate and teach in the online programs) policies and procedures for the staffing of high-enrollment online courses. A full-time faculty member designs the course materials and serves as the lead instructor overseeing the course, thereby ensuring that all students receive the same high-quality materials developed by our full-time faculty. For every 30 students enrolled in the course, the college hires an online co-instructor who works closely with a group of 25-30 students under the supervision of the lead instructor. The online co-instructors must meet the minimum qualifications established by the university for part-time faculty teaching graduate courses. This hiring practice allows the college to offer classes to large numbers of students while maintaining smaller group sizes in high-enrollment classes so that students receive personal attention and individual feedback on their work. The proposed concentration under the MA in Special Education will follow the same policies and procedures for enrollment indicated here.

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

The proposed Autism Spectrum Disorders concentration under the MA in Special Education will be the only graduate degree at ASU focusing on autism spectrum disorders. The Overview of Autism Spectrum Disorders graduate certificate will remain in the catalog as a program offering for those students who want a shorter iteration of the program without obtaining a master's degree. Students completing an undergraduate degree in areas such as psychology, sociology, family and human development, or other areas may find this concentration of interest when exploring graduate degrees to deepen their knowledge and preparation to work with individuals affected by autism spectrum disorders.

The new Autism Spectrum Disorders concentration under the MA in Special Education will replace the current ASD concentration under the MEd in Curriculum and Instruction. The MEd in Curriculum and Instruction will continue to exist as other concentrations continue to be offered under that degree.

- 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 those degree programs. (Please include relevant Memoranda of Understanding regarding this interdisciplinary concentration from all applicable academic units.)

This concentration is not interdisciplinary.

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE's approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact uoeee@asu.edu with any questions.

See attached file for the assessment plan approved by UOEEE.



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4. CURRICULAR STRUCTURE

Please ensure that all *new core* course proposals have been submitted to the Provost’s office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas.

Core Courses for the Degree			
<i>Ensure the core listed below is the same as for the standalone degree</i>			
Prefix and Number	Course Title	New Course?	Credit Hours
SPE 525	Measurement, Data Display, Interpretation and Experimental Design	Yes	3
<i>Section sub-total:</i>			3
Required Concentration Courses			
Prefix and Number	Course Title	New Course?	Credit Hours
SPE 521	Foundations of Autism Spectrum Disorders	No	3
SPE 540	Family-Centered Practices	No	3
SPE 541	Consultation Frameworks and Issues	No	3
SPE 566	Applied Behavior Analysis in Inclusive Settings	No	3
<i>Section sub-total:</i>			12
Elective or Research Courses			
<i>(as deemed necessary by supervisory committee)</i>			
Prefix and Number	Course Title	New Course?	Credit Hours
SPE 520	Verbal Behavior	No	3
SPE 527	Behavior Analytic Assessment	Yes	3
SPE 560	Behavior Change Procedures: Implementing Interventions in Behavior Analysis	Yes	3
SPE 564	Controversial Therapies; Science, Fad and Pseudoscience in Educational Settings	No	3
SPE 565	Behavior Change Systems	No	3
SPE 567	Ethics in Applied Behavior Analysis	No	3
SPE 568	Behavior Assessment	No	3
SPE 598	Special Topics	No	3
<i>Section sub-total:</i>			9
Culminating Experience(s)			Credit Hours
<i>E.g. – Capstone course, portfolio, written comprehensive exam, applied project, thesis (must be 6 credit hours with oral defense), dissertation (must be 12 credit hours with oral defense)</i>			
SPE 597 Capstone or SPE 593 Applied Project			3
<i>Section sub-total:</i>			3
Other Requirements			Credit Hours
<i>E.g. – internships, clinical requirements, field studies, foreign language exam as applicable</i>			



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SPE 680 Practicum	3
<i>Section sub-total:</i>	3
Total required credit hours	30

1. List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc.).
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

A. 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, portfolio, applied project).

Two options will be available for student selection, based on personal and professional interest and need.

The Capstone option is based on all coursework taken over the 30 credit hours of the program. Through examination of each assignment/project, preparation of a professional digital archive, and a written paper, students demonstrate analysis and synthesis of material learned in the master’s program and evidence competency in the Council for Exceptional Children Advanced Knowledge and Skill Set for Developmental Disabilities / Autism Specialist. The Council for Exceptional Children standards are the gold standard within the field to define the specific experiences and expertise that educators must master to work effectively in special education at the advanced level.

The Applied Project option provides students pursuing professional careers in the field of autism spectrum disorders an opportunity to prepare a supervised applied project. As part of the applied project, students collect data on one or more individuals’ target behavior; identify research-based strategies to address the target behavior; design and implement a behavior intervention plan to systematically address the target behavior; collect data on the target behavior as the intervention is being implemented; analyze and draw conclusions from the data collected; communicate findings using evidence of best practice from current research.

B. Please describe any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, clinical requirements, field studies, foreign language exam etc.).

There is a practicum experience course included in this program, which will take place near the end of the course sequence (at the same time or just before the capstone experience or applied project). Students will be asked to apply assessment and intervention concepts they have learned throughout their coursework to real-world settings and work with a client to practice these strategies. Students will complete 45 hours of approved activities under the supervision of a local supervisor, as well as the guidance of an ASU instructor.

5. COMPREHENSIVE EXAMS

(Please choose what is appropriate for the degree type selected)

A. Master’s Comprehensive Exam (when applicable), please select from the appropriate option.

N/A

6. COURSES

- A. New Courses Required for Proposed Program:** Provide course prefix, number, title, credit hours and brief description for any new courses required for this program.

One new course serves as a required course for the program:

SPE 525: Measurement, Data Display, Interpretation and Experimental Design (3 credits)

Focuses on measurement and experimental design procedures used in applied behavior analysis. Data collection techniques, design methodologies, visual analysis and interpretation approaches are examined. Students gain expertise and practical experience in the interpretation and application of experimental design to inform decision making. Focuses on evaluation of the effectiveness of interventions through use of behavior analytic technologies in clinical and applied settings. Students learn to interpret and describe behavior in behavior analytic terms and explain concepts and approaches in everyday language. Students research and evaluate skill assessment approaches through strategic review of the behavior analytic literature. Course addresses single-subject methodologies to inform design and delivery of effective instruction and clinical interventions.

Two additional new courses are proposed as electives in the Autism Spectrum Disorders concentration:

SPE 527: Behavior Analytic Assessment (3 credits)

Focuses on assessment procedures of applied behavior analysis. Students learn to determine the need for behavior-analytic services; identify, design and prioritize socially significant behavior change goals; conduct assessments of relevant skill strengths and deficits; conduct preference assessments; describe the common functions of problem behavior; conduct a descriptive assessment of problem behavior; conducted a functional analysis of problem behavior and interpret functional assessment data. Students will critically evaluate environmental variables in order to make informed recommendations for behavior change.

SPE 560: Behavior Change Procedures: Implementing Interventions in Behavior Analysis (3 credits)

This course examines scientifically validated behavior change procedures. Students gain experience critically analyzing and selecting interventions informed by measurement, data display, and interpretation. Students gain experience in application of knowledge by conducting a behavior change project, analyzing, interpreting and presenting results.

7. ADMINISTRATION AND RESOURCES

- A. Administration:** 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 initiative. How will the graduate support staffing needs for this proposed concentration program be met?

Individuals in the Mary Lou Fulton Teachers College Office of Student Services will administer the proposed M.A. in Special Education (Autism Spectrum Disorders) concentration. The Teachers College Office of Student Services processes admission and conducts student advisement and retention. An Admission Specialist makes the recommendation for admission after reviewing the application file against admission criteria articulated and documented by the program faculty. If there is question as to whether an applicant meets admission criteria, then the program coordinator is consulted. The faculty program coordinator and other faculty members will oversee all content and curriculum for the proposed concentration.

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



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More than 70 students are currently enrolled in the autism spectrum disorders concentration under the MEd in Curriculum & Instruction. Following approval of the concentration, approximately 15-20 students will be admitted to the MA in Special Education (Autism Spectrum Disorders) concentration each semester with an enrollment projection of 90-135 students over the next three years.

The existing MEd in Curriculum and Instruction: Autism Spectrum Disorders concentration will continue to exist while current students finish the degree. New students will apply to the MA in Special Education (Autism Spectrum Disorders) concentration.

3-YEAR PROJECTED ANNUAL ENROLLMENT			
Please utilize the following tabular format	1 st Year	2 nd Year <small>(Yr. 1 continuing + new entering)</small>	3 rd Year <small>(Yr. 1 & 2 continuing + new entering)</small>
Number of Students in concentration (Headcount)	45	90	100

- C. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this concentration’s success such as new staff, new facilities, new library resources, new technology resources, etc. and include projected budget needs. 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 an autism spectrum disorders concentration (proposed concentration) is currently offered under the M.Ed. in Curriculum and Instruction program, no additional budget expenditure is anticipated. Budget needs should be met through existing tuition and approved program fee for all online master’s degrees offered by Teachers College. No new books, library holdings, equipment, laboratory space and or personnel will be required at this time.

- D. Current Faculty:** Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Erin Rotheram-Fuller, PhD, BCBA	Associate Professor	PhD	Autism Spectrum Disorders; school psychology; applied behavior analysis	Program Coordinator
Sam DiGangi, PhD, BCBA-D	Associate Professor	PhD	Applied Behavior Analysis, Autism Spectrum Disorders	Teaching courses within the program
Stan Zucker, Ph.D.	Professor	PhD	Autism Spectrum Disorders	Teaching courses within the program
Chengan Yuag, PhD	Assistant Professor	PhD	Applied Behavior Analysis, Autism Spectrum Disorders	Teaching courses within the program
Sarup Mathur, PhD	Professor	PhD	Applied Behavior Analysis, Autism Spectrum Disorders	Teaching courses within the program



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8. REQUIRED SUPPORTING DOCUMENTS

(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A. Statements of support from all deans
- B. Impact statements of heads of impacted academic units (programs with similar names/content, utilizing courses, faculty, etc.)



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APPENDIX I

OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

1. Proposed name of concentration: Autism Spectrum Disorders

2. Marketing description *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

The steady rise in the rates of Autism Spectrum Disorders (ASD) has caused a public demand for competent professionals to work with those affected. The MA in special education, autism spectrum disorders concentration prepares graduates to provide important services and care in a variety of roles for children and adults with ASD.

3. Provide a brief program description *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

The MA in special education with a concentration in autism spectrum disorders equips individuals with specialized skills and knowledge necessary to work effectively with children and adults affected with ASD.

There is increasing demand for professionals who are aware of the issues and needs facing these special individuals, their families and service providers. Program graduates will be well-prepared to provide important services and care for individuals with ASD in a variety of roles, including as educators, interventionists, paraprofessionals, psychologists, speech pathologists, therapists or family members.

4. Delivery/Campus Information Options: ASU Online only

5. Campus(es) where program will be offered:

ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content

Note: Office of the Provost approval is needed for ASU Online campus options.

ASU Online only (all courses online and managed by ASU Online)

All other campus or location options (please select all that apply):

Downtown Phoenix Polytechnic Tempe West Other: _____

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

**Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process*

6. Admission Requirements

An applicant must fulfill the requirements of both the Graduate College and the Mary Lou Fulton Teachers College.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in education, psychology, or a related field, from a regionally accredited institution.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.



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Applicants are required to submit:

1. graduate admission application and application fee
2. official transcripts
3. written statement
4. professional resume
5. three letters of recommendation
6. proof of English proficiency

Additional Application Information

Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency.

Transcript must show the bachelor's degree already conferred. In progress bachelor's degree not accepted.

7. Application Review Terms (if applicable session):

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
<input checked="" type="checkbox"/> Fall (regular) <input checked="" type="checkbox"/> Session B	(year): 2019 (year): 2019	July 1st October 1st
<input checked="" type="checkbox"/> Spring (regular) <input checked="" type="checkbox"/> Session B	(year): 2020 (year): 2020	December 1st February 8th
<input checked="" type="checkbox"/> Summer (regular) <input type="checkbox"/> Summer B	(year): 2020 (year):	May 14th May 14th
<i>Note: Session B is only available for approved online programs.</i>		

Program admission deadlines website address: <https://education.asu.edu/admission/graduate>

8. Curricular Requirements:

Curricular Structure Breakdown for the Academic Catalog:

(To be completed by the Graduate College)

- 30 credit hours including the required capstone course (SPE 597), or
- 30 credit hours including the required applied project course (SPE 593)

Required Core (3 credit hours)

SPE 525 Measurement, Data Display, Interpretation and Experimental Design (3)

Concentration (12 credit hours)

- SPE 521 Foundations of Autism Spectrum Disorders (3)
- SPE 540 Family-Centered Practices (3)
- SPE 541 Consultation Frameworks and Issues (3)
- SPE 566 Applied Behavior Analysis in Inclusive Settings (3)



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Electives or Research (9 credit hours)

Other Requirement (3 credit hours)

SPE 680 Practicum (3)

Culminating Experience (3 credit hours)

SPE 593 Applied Project (3) or

SPE 597 Capstone (3)

Additional Curriculum Information

Each student completes a practicum customized to individual interests and abilities. For the culminating experience, students may elect to complete a capstone experience or applied project, based on personal and professional interest and need.

9. Allow 400-level courses: Yes No

Note: No more than six credit hours of 400-level coursework may be included on a graduate student plan of study.

10. **Keywords:** List all keywords that could be used to search for this concentration. Keywords should be specific to the proposed concentration – limit 10 keywords.

Autistic, Teaching, Children, Psychology, Speech, Learning, Educator, Behavior, School, Disabilities

11. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input checked="" type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input checked="" type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

12. Contact and Support Information:

Office Location - Building Code & Room: <i>(Search ASU map)</i>	FAB S200
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Campus Telephone Number: (may not be an individual's number)	(602) 543-6358
Program Email Address: (may not be an individual's email)	graduateeducation@asu.edu
Program Website Address: (if one is not yet created, use unit website until one can be established)	https://education.asu.edu/
Program Director (Name):	Erin Rotheram-Fuller
Program Director (ASURITE):	erothera
Program Support Staff (Name):	Melissa Rudd Susan Anderson Laura Abril
Program Support Staff (ASURITE):	merudd smander6 lvaladez
Admissions Contact (Name):	Melissa Rudd
Admissions Contact (ASURITE):	merudd

13. Application and iPOS Recommendations: List the Faculty and Staff that will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Sherman Dorn	sjdorn	Y	Y
Erin Rotheram Fuller	erothera	Y	Y
Susan Anderson	smander6	Y	Y
Melissa Rudd	merudd	Y	Y
Laura Abril	lvaladez	N	Y
Jodi Banzhaf	jbanzhaf	N	Y
Dawn Koths	kailee	N	Y
Rich Givens	rgivens	N	Y
Dayna Bartoli	dbartoli	N	Y

APPENDIX II

Assessment Plan

MA in Special Education (Autism Spectrum Disorders)

Status: UOEEE Provisional Approval

Comments: Approved

Element Outcome Measure Description

Element	Outcome	Measure	Description
	1		Students will critically evaluate the foundations of educating students with autism.
	Plan_2Concepts	1	
	Plan_3Competencies	1	
	Measure	1	1 Students will be able to critically evaluate the research literature on educating students with autism. Student performance on a key assignment in SPE 521, Foundations of Autism Spectrum Disorders, will be used to support this conclusion.
	PC	1	1 80% of students will earn a rating of acceptable or better on the Research Paper in SPE 521. Performance will be evaluated based on a rubric with a scale of Outstanding, Very Good, Acceptable, Unacceptable.
	Measure	1	2 Student performance on a key assignment in SPE 540, Family-Centered Practices will be used to support this conclusion.
	PC	1	2 80% of students will earn a rating of acceptable or better on the Professional Development Workshop in SPE 540. Performance will be evaluated based on a rubric with a scale of Outstanding, Very Good, Acceptable, Unacceptable.
	2		Students will design individualized instruction for students with Autism.
	Plan_1GeneralEd	2	
	Plan_2Concepts	2	
	Plan_3Competencies	2	
	Measure	2	1 Students will be able to develop an individualized intervention plan for students with autism. Student performance on a key assignment in SPE 525 Measurement, Data Display, Interpretation and Experimental Design will be used to support this conclusion.
	PC	2	1 80% of the students will earn a rating of acceptable or better on the Applied Learning Exercises in SPE 525. Performance will be evaluated based on a rubric with a scale of Outstanding, Very Good, Acceptable, Unacceptable.
	Measure	2	2 Student performance on a key assignment in SPE 680, Practicum, will be used to support this conclusion.
	PC	2	2 80% of students will earn a rating of acceptable or better on the Intervention Paper in SPE 680. Performance will be evaluated based on a rubric with a scale of Outstanding, Very Good, Acceptable, Unacceptable.

APPENDIX III

Support/Impact Statements

Mary Lou Fulton Teachers College – Official Submission

From: Yolanda Baca <Yolanda.Baca@asu.edu>
Sent: Friday, February 15, 2019 4:00 PM
To: Curriculum Planning <CurriculumPlanning@exchange.asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>; Melissa Rudd <Melissa.Rudd@asu.edu>
Subject: FW: MA Special Ed ASD new concentration paperwork

Hello,

Please accept the attached paperwork for a proposed concentration in Autism Spectrum Disorders under the MA in Special Education.

Thank you,
Yolanda

Yolanda Baca
Executive Coordinator
Mary Lou Fulton Teachers College
Arizona State University
Mail Code 1252
(602) 543-6380
Yolanda.Baca@asu.edu



MEMORANDUM

To: Meredith Toth
From: Carolyn Culley
Date: January 18, 2019
Subject: MA, Special Education: Autism Spectrum Disorders

Dear Meredith,

On behalf of Dean Regier, I would like to offer this memo of support to launch the MA, Special Education: Autism Spectrum Disorders degree in Fall 2019.

Please note that in order to proceed with implementation you must receive final approval to launch an online program from the University Provost.

Thank you!

Carolyn Culley

Associate Director
Academic Program Management
EdPlus at ASU
Arizona State University

Tuesday, March 5, 2019 at 12:16:17 PM Eastern Standard Time

Subject: Re: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders
Date: Monday, March 4, 2019 at 3:26:10 PM Eastern Standard Time
From: Fabio Milner
To: Sherman Dorn
CC: Fabio Milner, Patrick Kenney, Nancy Gonzales, Kyle Rader
Attachments: image001.png

Dear Sherman,

The College supports the proposed program.

Best wishes,
Fabio

Fabio Augusto Milner, PhD
Associate Dean of Graduate Initiatives
[College of Liberal Arts and Sciences](#)
Director of Mathematics for STEM Education
[School of Mathematical and Statistical Sciences](#)
[Arizona State University](#)



Armstrong Hall, Office 285
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milner@asu.edu
URL: <https://clas.asu.edu/content/fabio-milner>

New College of Interdisciplinary Arts and Sciences – Impact Statement

Friday, March 8, 2019 at 8:38:45 AM Mountain Standard Time

Subject: Re: Reminder: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders
Date: Thursday, March 7, 2019 at 3:21:00 PM Mountain Standard Time
From: Patricia Friedrich
To: Sherman Dorn

Dear Dr. Dorn:

New College is in full support of this proposal, and we wish you all success with the program.

Best regards,

Patty

Patricia Friedrich, PhD
Associate Dean of Academic Programs and Faculty Affairs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Sherman Dorn <Sherman.Dorn@asu.edu>
Date: Thursday, March 7, 2019 at 3:02 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>, Kate Lehman <KATE.LEHMAN@asu.edu>
Subject: Reminder: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders

Dear colleagues,

This email is a friendly reminder of my request before break of a letter of support from your colleges for a proposed concentration and related courses for a new Autism Spectrum Disorders concentration within the MA in Special Education. Right now, New College and Health Solutions are the remaining academic units where Graduate College is asking for a letter of support.

Attached is the latest version of the concentration proposal that describes the structure and rationale for the program. Graduate College will let the proposal proceed to the March UGC meeting with the revised proposal, but only if we receive your support before the March meeting.

I am happy to talk about it if you have any questions or otherwise want to discuss.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

creating knowledge, mobilizing people and taking action to improve education

From: Sherman Dorn <Sherman.Dorn@asu.edu>

Date: Wednesday, February 27, 2019 at 2:33 PM

To: Fabio Milner <milner@asu.edu>, Kyle Rader <kwrader@asu.edu>, Patricia Friedrich <Patricia.Friedrich@asu.edu>, Duane Roen <Duane.Roen@asu.edu>, Susan Draughn <Susan.Draughn@asu.edu>, Kate Lehman <KATE.LEHMAN@asu.edu>

Subject: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders

Dear colleagues,

This email is solicit a letter of support from your colleges for a proposed concentration and related courses to revise and move our college's autism spectrum disorders program from a concentration in the MEd in Curriculum & Instruction to a concentration within the MA in Special Education. The form of this is technically a new-program proposal to create a concentration within the MA in Special Education.

Attached is a draft of the concentration proposal that describes the structure and rationale for the program. We've been asked by Grad College staff to submit a final version of the proposal with letters of support by the beginning of next week.

I am happy to talk about it if you have any questions or otherwise want to discuss.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

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College of Integrative Sciences and Arts – Impact Statement

Tuesday, March 5, 2019 at 12:16:02 PM Eastern Standard Time

Subject: RE: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders

Date: Monday, March 4, 2019 at 10:22:54 PM Eastern Standard Time

From: Duane Roen

To: Sherman Dorn

Sherman,

CISA is happy to support your proposal for an MA in Special Education with concentration in Autism Spectrum Disorders.

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Integrative Sciences and Arts
Dean, University College

Arizona State University

Mail Code: 2780
7271 E Sonoran Arroyo Mall
Mesa, AZ 85212-6415
P: 480-727-6513

College of Nursing and Health Innovation – Impact Statement

Thursday, February 28, 2019 at 9:08:40 AM Mountain Standard Time

Subject: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders
Date: Thursday, February 28, 2019 at 5:42:33 AM Mountain Standard Time
From: Katherine Kenny
To: Sherman Dorn
Attachments: MA Special Ed (Autism Spectrum Disorders) new concentration for review by other units.pdf

Dear Sherman – thank you for asking us to review your proposal for a new concentration - MA Special Ed (Autism Spectrum Disorders). We have carefully reviewed the proposal and see no conflict with the courses or programs offered in the College of Nursing and Health Innovation. On behalf of CONHI, we support your proposal. Best to you as you move the proposal through the approval process.

Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean of Academic Affairs
College of Nursing and Health Innovation
Arizona State University
(P) 602-496-1719
(F) 602-496-0545
Katherine.kenny@asu.edu

College of Health Solutions – Impact Statement

Sherman Dorn

From: Julie Liss
Sent: Tuesday, March 12, 2019 8:36 AM
To: Sherman Dorn
Cc: Deborah Helitzer; Kate Lehman
Subject: Reminder: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders
Attachments: MA Special Ed (Autism Spectrum Disorders) new conc (MLFTC version 2019-03-07).docx
Importance: High

Dear Prof. Dorn:

The College of Health Solutions is pleased to support the creation of the proposed concentration MA Special Education (Autism Spectrum Disorders). This is an important area of study and will have no profound impact on the degrees within the College of Health Solutions.

Sincerely,

Julie Liss
Associate Dean

From: Sherman Dorn <Sherman.Dorn@asu.edu>
Sent: Monday, March 11, 2019 9:17 PM
To: Kate Lehman <KATE.LEHMAN@asu.edu>; Julie Liss <JULIE.LISS@asu.edu>
Subject: FW: Reminder: Letter of support request, MA in Special Education with concentration in Autism Spectrum Disorders

Dear Ms. Lehman and Associate Dean Liss,

This email is solicit a letter of support from your college for a proposed concentration and related courses to revise and move our college's autism spectrum disorders program from a concentration in the MEd in Curriculum & Instruction to a concentration within the MA in Special Education. The form of this is technically a new-program proposal to create a concentration within the MA in Special Education.

Attached is the version of the concentration proposal that describes the structure and rationale for the program and that UGC will have on its agenda this month. We've been asked by Grad College staff to submit all of the letters of support they requested so that UGC can continue with its consideration of the program this month.

I would greatly appreciate support from CHS, and of course I am happy to talk about it if you have any questions or concerns you want to discuss.

Sherman

(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals. Please see the academic strategic plan website at: <https://provost.asu.edu/curriculum-development>.

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

Obtain letters or memos of support or collaboration (if applicable).

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request
- if the program will have an online delivery option support will be required from the Provost's office and ASU Online. *(Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.)*

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- academic unit head (e.g. Department Chair or School Director)
- academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations

All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that the Graduate College strongly recommends that academic units establish after the program is approved for implementation.

Establish satisfactory academic progress policies, processes and guidelines – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

Establish a Graduate Student Handbook for the new degree program – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.