Program Overview
The Master of Education in Curriculum and Instruction: Autism Spectrum Disorders concentration equips individuals with specialized skills and knowledge to work effectively and compassionately with children and adults affected with autism.

The steady rise in number of those affected by autism has caused a public demand for professionals who are aware of the issues and needs facing these special individuals, their families and service providers. Our graduates will be well prepared to provide important services and care for individuals with any of the autism spectrum disorders, either as educators, interventionists, psychologists, speech pathologists, behavior analysts, or family members.

Each student completes a practicum customized to individual interests and abilities. The program culminates with creation of a portfolio that demonstrates analysis and synthesis of material learned in the master's program and evidence of competency in the six Council for Exceptional Children autism standards.

This program does not lead to Arizona teacher certification. All courses are online.

Students interested in sitting for the national Board Certified Behavior Analyst exam should apply to the Master’s in Curriculum and Instruction: Applied Behavior Analysis.

Non-Arizona residents, please refer to the ASU Online State Authorization Information page for additional information.

Contact Information
Office of Student Services – Graduate Programs
For admissions information, please contact graduate-inquiry@asu.edu. Current students, please contact Jodi Banzhaf, Academic Success Specialist, at Jodi.Banzhaf@asu.edu.

Quick Facts
Campus Location: Online
Number of Credits: 30 Credit Hours
Start Terms: Fall Session A and B, Spring Session A and B, Summer Session A (see Academic Calendar for Session dates)
Time to Completion: 5 semesters (Fall, Spring, Summer)
Application Deadlines: http://education.asu.edu/application-deadlines

Application Requirements & How to Apply
Graduate Admissions Application Requirements
- Earned a bachelor’s degree or higher from a regionally accredited institution in the U.S. or the equivalent of a U.S. bachelor’s degree from an international institution that is officially recognized by that country
- Must have maintained a “B” (3.00 on a 4.00 scale) grade point average (GPA) in the last 60 semester hours or 90 quarter hours of undergraduate coursework
MEd in Curriculum and Instruction (Autism Spectrum Disorders)

- Proof of English proficiency – International students only
  - If you are from a country whose native language is not English (regardless of where you may now reside), you must provide proof of English proficiency. For more information including additional requirements for international students, please visit the ASU Graduate Admissions website.
  - Applicants to Non-Certification Masters, Graduate Certificates, and Doctoral Programs:
    - Must meet the English Proficiency score established by ASU Graduate Education

Items Needed to Apply to the Program

- Items that will be uploaded into the online application:
  - Personal Statement: Responses to short-answer questions provide the admissions committee with information regarding your personal or professional goals and how they align with the M.Ed. in Curriculum and Instruction (Autism Spectrum Disorders). The admissions committee pays particular attention to the quality of writing and ideas expressed in these responses as well as evaluating the relevance of goals to the aims of the program. Please respond to three of the four questions below. Responses should be limited to 150-200 words per question. The statement should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.
    - Describe one or more personal or professional goals that motivate you to apply for this degree. How will completion of the M.Ed. Curriculum and Instruction (Autism Spectrum Disorders) program help you fulfill these goals?
    - Describe a quality that you believe is critical to working with an individual with special needs and at least one situation where you have demonstrated this quality.
    - Describe an individual with special needs and how you supported him or her.
    - Briefly discuss why you are interested in pursuing a graduate degree at this time. What steps have you taken (or will you take) to ensure that you will be successful in the program?
  - 3 professional recommenders (names, emails, and institution/company) who will submit electronic letters of recommendation. Recommendations should come from individuals who have worked with you in professional or academic capacities, and who can attest to your aptitude in this field and your ability to succeed at graduate-level coursework.
  - Resume that includes relevant personal, professional, educational, and community activities (one – two pages). The resume should be prepared in an MS Word (.doc), Rich Text (.rtf), Portable Document Format (.pdf), or Text (.txt) file format.

- Items that need to be mailed to Graduate Admissions Services:
  - Official transcripts from every college and university from which you have earned a Bachelor’s degree or higher
  - Proof of English proficiency – International students only

Complete and submit the Graduate Admission online application

- Review the application deadlines prior to applying: http://education.asu.edu/application-deadlines
- Start the online application at this website: www.asu.edu/gradapp
- Select the degree: Curriculum and Instruction (Autism Spectrum Disorders) (MEd)
- Select the appropriate term for Planned Semester and Year of Enrollment
- For Location, select ASU Online
- Upload required items listed above
- Submit the application and pay the appropriate application fee
- Send the remaining items to Graduate Admissions
## Requirements and Program of Study

### Required Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SPE 520</td>
<td>Reading &amp; Communication Strategies for Individuals w/ Autism</td>
<td>3</td>
</tr>
<tr>
<td>SPE 521</td>
<td>Foundations of Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 540</td>
<td>Family Centered Practices</td>
<td>3</td>
</tr>
<tr>
<td>SPE 541</td>
<td>Consultation Frameworks and Issues</td>
<td>3</td>
</tr>
<tr>
<td>SPE 531</td>
<td>Methods of Applied Behavior Analysis for Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPE 566</td>
<td>Applied Behavioral Analysis in Inclusive Setting</td>
<td>3</td>
</tr>
<tr>
<td>COE 501</td>
<td>Introduction to Research &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>SPE 580</td>
<td>Special Ed Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPE 597</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 27

### Elective Courses (choose 1 from the following)

Courses may not be available every term

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 512</td>
<td>Individuals with Intellectual Disability</td>
<td>3</td>
</tr>
<tr>
<td>SPE 536</td>
<td>Characteristics of Children with Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPE 548</td>
<td>Cross Categorical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>SPE 561</td>
<td>Characteristics/ Diagnosis of Learning Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 3

Curriculum and tuition for all programs subject to change based on Arizona Board of Regents and Arizona Department of Education updates.

To review course descriptions please visit the ASU Catalog: [http://asu.edu/catalog](http://asu.edu/catalog).

## Culminating Experience

In the Capstone course, students write a capstone paper and 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. The SPE 59 Capstone course must be taken as the last course in the program and may be taken concurrently with one other class. Students are responsible for maintaining copies of the major assignments submitted for each course so as to incorporate them in the portfolio, as well as copies of all textbooks used as reference material and readings in the Capstone course.

## Additional Resources

- Application Deadlines: [http://education.asu.edu/application-deadlines](http://education.asu.edu/application-deadlines)
- How to Apply: [http://education.asu.edu/graduate-programs-how-to-apply](http://education.asu.edu/graduate-programs-how-to-apply)
- Faculty: [http://education.asu.edu/faculty](http://education.asu.edu/faculty)
- ASU Graduate Education Policies: [https://graduate.asu.edu/policies-procedures](https://graduate.asu.edu/policies-procedures)
- Tuition and Fees: [https://students.asu.edu/tuitionandfees](https://students.asu.edu/tuitionandfees)
Frequently Asked Questions

Do I have to take the classes in any particular order?
The course sequence is based on the session in which you start the program. Upon admission you will receive a list of the courses and the order in which you will take them to meet the program requirements. Some program courses are only offered in the summer; therefore, the course sequence will require summer courses. If you take courses out of sequence, your time to degree completion or financial aid eligibility may be affected as not all courses are offered every session.

How many classes can I take at a time?
You take 1 class every session; 6 sessions are offered each year. If you begin the program mid-semester, you will enroll in 3 credits (5 credits being the minimum for financial aid) and may not be eligible for financial aid but will become financial aid eligible during the second full semester of your program.

When can I begin this program?
Each academic semester at ASU (Fall, Spring, Summer) has three sessions: Session A, Session B, and Session C. Session A and Session B are each 7.5 weeks, and Session C is 15 weeks. Students in the ASD program can begin the program at the start of either Session A (during Fall, Spring, or Summer) or at the start of Session B (during Fall or Spring). To be eligible for financial aid, a student must enroll in at least 5 credits in a given semester. Students starting an online program in Session B of any academic semester will take one 3-credit program-related course during the semester. The following tuition options are available for students starting the program in Session B of any semester:

Option 1: Pay tuition and fees for one 3-credit program-related course in Session B and become financial aid eligible in Session A of the following semester, OR

Option 2: In addition to one 3-credit program-related course in Session B, register to take another ASU course (2 or more credits) that will not count toward your degree. We recommend that you register for TWC 598: Writing for Educators. Apply for financial aid for both courses.

If you are accepted to start the program in Session B of Fall or Spring and decide to defer enrollment until the next semester for financial aid or other reasons, the university will assess a $30 fee. If you decide to defer prior to being accepted, we can defer your application to the next semester and the university will not assess a fee.

How soon can I graduate?
The program can be completed in 5 semesters. The university time limit is 6 years to complete the degree with continuous enrollment every fall and spring.

Can I get certified in the state of Arizona as a Special Ed Teacher?
This program does not lead to Special Ed Teaching Certification in the state of Arizona as it does not require the coursework, field experience and student teaching components required to become certified to teach.
Non-Arizona students interested in applying for an endorsement or other qualification to an existing teacher certification should contact their state’s Board/Department of Education for information about using coursework from Arizona State University.

What types of jobs does this program lead to?
This program reaches an array of people from education, business training, community outreach, to health fields. Information from this program can benefit those interested in the fields of counseling, social work, speech pathology, various fields of therapy, teaching and program management in any area which provides services to individuals on the autism spectrum. Additionally the program serves early interventionists, school psychologists, speech pathologists, behavior analysts, and graduates who want to increase their knowledge relative to individuals with Autism.
What does the practicum look like?
In the required practicum, students apply theoretical and practical information presented through coursework in the Autism Spectrum Disorders concentration in a real world setting. The practicum provides the ASU student with experiences and support for learning or applying new behavior as they continue to grow and evolve as qualified professionals. Students complete a minimum of 45 direct contact hours of approved activities under the supervision of an onsite supervisor and the guidance of an ASU instructor.

Students arrange their own placements so they can best meet their personal and professional goals. ASU students are expected to complete practicum requirements in a geographic area appropriate for their needs. Students in the ASD concentration work with their onsite supervisor to design, deliver and evaluate practices while working with an individual or individuals with ASD. As part of the associated coursework, students submit a list of anticipated activities and other assignments to the ASU instructor for review and feedback.

Who supervises the student during the SPE 580 practicum?
An onsite supervisor assists the ASU student in determining appropriate activities and the sequence for those activities, while an ASU instructor provides guidance and feedback on the activities through electronic means.

The ASU student identifies a site that is appropriate for his or her personal and professional goals. Sites vary according to the need of the ASU student. The ASU student and the onsite supervisor determine the distribution of the 45 required hours.

Do I need access to a classroom during the courses?
Several courses in the program require direct contact with a learner, preferably an individual who is on the spectrum. This does not have to be a classroom setting; however, it can be.