



TEACHERS COLLEGE
of SAN JOAQUIN

Masters Project Guidelines

Early Education
Educational Inquiry
Educational Leadership & School Development
without an Administrative Services Credential
Environmental Literacy
Science, Technology, Engineering, and Mathematics (STEM)
Special Education



SAN JOAQUIN COUNTY OFFICE OF EDUCATION
James A. Mousalimas, County Superintendent of Schools

Congratulations!

You have completed your coursework for the Masters Degree and are now ready to begin your Masters Project. The *Masters Project Guidelines* are designed as a resource for you.

The following sections are included for your reference:

- Selecting and working with an Advisor
- Preparing the Proposal
 - Committee Review Process
 - Institutional Review Board Process
- Project Work Plan
 - Literature Review
 - Developing a Timeline
- Publication and/or Presentation
- Final Approval by Masters Committee
 - Committee Selection
 - Masters Project Rubric
 - Masters Project Final Reflection

As a student at Teachers College of San Joaquin, you are well prepared to meet this final requirement. Having said that, you are not alone in this pursuit. Please reach out to faculty, other students, and members of the community for additional guidance and assistance, as you need it.

I am proud of your accomplishments thus far and look forward to reviewing the culmination of your work.

Crescentia Thomas, Ed.D.

Crescentia Thomas, Ed.D.
Director of Graduate Studies

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The Project Process

We anticipate an assortment of different projects, as there are unique, individual candidates with varying interests. You should select a topic that is of great importance to you, as you will be spending a significant time investigating it. Through the proposal and project completion process you will identify and expand your knowledge about the topic and finally during implementation you will develop new information and contribute to the field. Once completed, you will present your findings to a Masters Project Committee that you have assisted in selecting. An advisor will work with you throughout the process.

See Appendix A for the *Checklist to Complete a Masters Project*.

Selecting and Working with an Advisor

Your advisor is a key person in helping you succeed with the Masters Project. It is important to select someone who shares your interest in your selected topic. It is also important that you select an advisor that you respect and trust. Your advisor is not a friend, however s/he does have your best interests in mind. Your advisor will be giving you direction and is the initial person to approve your proposal. S/he will also be working with you to set and approve benchmarks in this process. Your advisor is your instructor.

See the current List of Advisors available on our Website at

<http://www.teacherscollegesj.edu/mastersproject-c66p>

It is your responsibility to approach a faculty member about becoming your advisor. It is best that you make that request in writing via email. In your request you should briefly describe the topic of interest in a sentence or two. If the faculty member agrees to advise you, s/he must complete the faculty advisor agreement.

See Appendix B for *Faculty Advisor Agreement*.

All masters project advisors have been trained in the process of how to work with masters candidates. You may choose any TCSJ Faculty member as your advisor, however if you select someone not on the list please send an email to Dr. Crescentia Thomas, Director, Graduate Studies, at cthomas@sjcoe.net so that she can provide him/her with the appropriate training.

Advisor Responsibilities

Advisors will spend approximately 15-18 hours meeting with you (in person, by phone, email) and reviewing your work. Your advisor will also be a member of your Masters Project Committee.

Advisor:

- Helps you develop a focused, specific topic for your project;
- Reviews and approves *Masters Project Proposal* (see Appendix C);
- Helps you develop a realistic and efficient timeline for completing your project;
- Reviews the literature review completed in CURR384 Writing a Literature Review;
- Reviews and provides feedback at project benchmarks;
- Approves final product;
- Provides guidance and assistance with preparation for publication/presentation;

- Determines student progress;

See Appendices for guidelines to correctly format the final project.

Student Responsibilities

Student responsibilities are outlined thoroughly throughout the Masters Project Guidelines. In order to be successful, it is important that you make yourself available to meet with your advisor, follow his/her instructions and meet the timelines that you and your advisor have agreed upon.

Preparing the Proposal

See Appendix C for *Masters Project Proposal*.

Throughout your tenure at TCSJ you have been preparing for writing your project proposal. What have you been thinking about? What sparked your interest? What made you deepen your inquiry?

What do you want to do/learn more about?

Proposal

Once you have determined what your project will be about, and have selected an advisor, you will complete the ***Masters Project Proposal Form*** (see Appendix C) available in the Graduate Studies Office or at the website. The Masters Project Proposal Form **must be typed**.

You will respond to five prompts:

Goal: Why are you doing this project? What is it that you hope to learn or accomplish as a result of your effort? It may be helpful to respond to this in the form of a question or questions. Be careful to be specific. Too broad or general goals will not be helpful nor will they narrow your topic to something that can be accomplished.

Proposed Project: What do you plan to do? Your description needs to be concise but clear. Your advisor and the proposal committee will read the description of your project. We should clearly understand what you are proposing.

Scholarship: Your project is the capstone of your work at TCSJ. As such, it should relate to your studies here and incorporate what you have learned. In this section you will need to explain how your project relates to your studies, especially the Masters Core. There should be clear linkages between what you studied and what you hope to learn or accomplish through your project.

Academic Contribution: Your project should bring some new information or insight to research *and/or* implement something new. This does NOT mean that you need to do original research nor does it mean that your project needs to be giant in scope, however, even projects that effect only one classroom or a small group of students or educators **must** result in new learning.

Impact: Your response to this section should answer these questions: How will your proposed project make a real-world difference to you, your classroom, districts, schools, kids, and/or community? Please be specific.

Submitting the Proposal

You will submit your Masters Project Proposal Form to your advisor as an attachment to an email. **Retain a copy for your records.** Your advisor will review your proposal and provide any feedback or edits needed. Once approved, your advisor will submit your proposal to TCSJ for a

full committee review. The Proposal Review Committee is comprised of M.Ed. Core faculty members. This final review process may take up to two weeks.

Submitting the TCSJ IRB Research Protocol

Research conducted by Teachers College of San Joaquin (TCSJ) students must be reviewed by the TCSJ Institutional Review Board (IRB) before proceeding with data collection for a research study. Once a Masters Project Proposal is approved, each candidate who is conducting research is required to submit the TCSJ IRB Research Protocol and supporting documents to the Chair of the IRB (Dr. Crescentia Thomas). If a candidate is not conducting research, the IRB Research Protocol is not required.

Candidates will be notified via email of the IRB's decision to accept or deny the application. If the researcher's application is denied, revisions will be requested and the application will be reconsidered upon re-submission. Gathering data for a project may not commence until the candidate gains approval from the IRB.

Review of the Literature

The Review of the Literature is completed in CURR384 Writing a Literature Review. It is important that you and your project advisor stay in contact throughout the duration of this course to ensure that the Literature Review covers key research on your topic. Final Reviews should be shared with your advisor as an attachment to an email, unless otherwise specified.

Masters Project Timeline and Work Plan

Pre-project Planning and Timeline

Your advisor will work with you to ensure successful execution and completion of your project. You and your advisor will refer to the **Masters Project Rubric** (See Appendix D) as you work to refine your project.

Publication and/or Presentation

All projects must be disseminated to a larger audience. In some cases, publication of your results will be appropriate. *All candidates will present their findings and provide a written summary of their project to their Masters Project Committee (see below for more information about this).*

Completing Your Project

By the time you are executing your project, you and your advisor have agreed on activities and a timeline, as well as benchmarks during the project implementation. Upon completion of the project, you will submit your findings to your advisor in the format that has been determined to be the most appropriate for your type of project. At this time, your advisor will meet with you to guide you as you prepare for your presentation. (see Appendix G)

Additionally, all candidates will be required to complete a Masters Project Final Reflection.

See Appendix E for *Masters Project Final Reflection* and Appendix G for *Candidate Directions for Final Presentations*

Masters Project Committee

At a minimum, your committee must be comprised of the following:

- Your Advisor (facilitates meeting)
- Two Faculty Members, one chosen by your advisor and one of your choosing
- A Member of the Greater Educational Community of your choosing
- A Fellow Student of your choosing

You may choose to invite other members to your presentation.

Determination of Project Completion

Your committee will determine whether you have fulfilled the requirements of your Masters Project. Determination of project completion will be reached by the consensus of all members of the committee.

Their decision will be based on the following:

- **Scholarship** – Did your project relate to your TCSJ coursework? Does it link to the TCSJ Mission? Is the project adequately rigorous?
- **Academic Contribution** – Do your findings expand upon the current body of knowledge? Is it relevant?
- **Impact** – Do your findings make a real world difference? How do the results of your project relate to the needs of students, schools, and school communities?
- **Results** – Is your summary reflective? Did the project change you as the learner? Has your presentation demonstrated a clear understanding of your topic?
- **Presentation** – Was the presentation at a level warranted by a Masters Degree? Was the presenter responsive to questions and articulate? Were the materials well organized and informative?

The committee will confer in private at the conclusion of the presentation. Candidates will be notified immediately of the determination of the committee. Determination will be either “Pass”, “Fail” or “Resubmit”. The determination of the committee is binding and final.

In the event of a failure, students will be required to re-enroll in Masters Project (CURR385 or EADM385) and complete a new project.

Project Timeline/Continuous Enrollment

It is expected that most students will complete the Masters Project in 1-2 semesters. Your enrollment in the Masters Project (4 units) is for two semesters. Students who require more time must enroll in additional units for each additional semester (beyond two) needed to complete the Masters Project. Candidates must maintain an ‘active student’ status during the project phase.

This option is not available for students who receive a failing score on a completed project. In the event of a failure, students will re-enroll in the Masters Project (4-units) and complete a new project.

Awarding Degree

Upon successful completion of all other graduation requirements, the degree will be conferred at the end of the semester in which you receive a Pass from your Masters Project Committee. Formal graduation and hooding ceremony is held in June each year.

Questions? Contact:

Administrative Services Credential Program
Danielle Silva, M.Ed.
(209) 468-9172
dasilva@sjcoe.net

Graduate Studies
Crescentia Thomas, Ed.D.
(209) 953-2119
cthomas@sjcoe.net

Administration Office
Vicky De Prater
(209) 468-9155
vdeprater@sjcoe.net

Graduate Studies Department
Tammy Thornton
(209) 953-2126
tthornton@sjcoe.net



Appendix A: Checklist to Complete a Masters Project

Checklist to Complete a Masters Project

Masters Project

Each candidate will work with an advisor to determine an appropriate capstone project using the TCSJ Masters Project Guidelines. The project will culminate in a written document suitable for an educational audience. This project will be presented to his/her master's committee for evaluation prior to graduation. The masters committee will include the candidate's advisor, two faculty members, a member of the greater educational community, and at least one fellow student. All materials for the Advisor and Masters candidate are available on the TCSJ website (see below).

Review the following documents:

[Graduation Requirements](#)

- Masters Project Guidelines
- Masters Project Proposal Form
- Faculty Advisor Agreement Form
- Masters Project Work Plan
- TCSJ IRB Research Protocol
- Guidelines for Human Subject Review

*A Masters Project Orientation is held on the last day of
CURR345 Teacher Action Research.*



The following steps need to be completed *before* a Candidate takes CURR384 Writing A Literature Review.

- Select and contact an Advisor.
- Meet with Advisor to review the *Masters Project Guidelines*.
- Complete Faculty Advisor Agreement Form and make a personal copy. The original is given to Tammy Thornton, Graduate Studies, for candidate's file at TCSJ.
- Discuss and confirm appropriate area of study with Advisor. Begin initial reading of research.
- Write a draft of Masters Project Proposal and share with Advisor to review before the meeting. Advisor takes final draft of Proposal to the TCSJ Masters Project Advisory Committee for approval.
- Once approved, Advisor gives final, signed Proposal to TCSJ Graduate Studies office (Tammy Thornton). If not approved, the Advisor works with Candidate to revise. The Advisor reconvenes a meeting for final approval.
- Complete TCSJ IRB Research Protocol (see TCSJ IRB Guidelines for Human Subjects Review).

- Once the TCSJ IRB Research Protocol is completed and approved by the Advisor, have both the Candidate and Advisor sign, scan the document, and email to the Chair of the IRB, Dr. Crescentia Thomas, cthomas@sjcoe.net
- The Chair of the IRB will email the Candidate and Advisor the results of IRB approval.
- Develop a timeline and/or work plan to complete Masters Project with Advisor. Work plan should include dates for additional meetings, completion dates and steps needed to complete project.
- Review the Rubric for Masters Project to ensure that all expectations will be met.
- Continue collecting, reading and annotating appropriate research articles related to the area of study. Bring all annotations to CURR384 class sessions (suggest a *minimum* of 20 articles to *start*).

Candidate takes CURR384 Writing the Literature Review and completes a literature review appropriate to the selected area of study.

- Share Literature Review with Advisor.
- Complete Masters Project. Meet or communicate with Advisor on a regular basis.
- When Literature Review and Masters Project are complete, compile all documents and follow all formatting guidelines (see Appendix H).
- Candidate should make one copy of project, place in white binder, and submit to Graduate Studies for a second reading. Complete any further edits required from second reader.
- Complete Final Reflection and include in project binder.
- Coordinate final presentation. The candidate is responsible for setting a date with Advisor and all committee members. The committee is comprised of: the Advisor, two faculty members (one of the candidate's choosing and one of the Advisor's choosing), a member of the greater educational community (selected by the candidate) and a fellow student (selected by the candidate).
- Once the committee is confirmed, the Candidate emails Tammy Thornton, tthornton@sjcoe.net with the date and time of your Masters Project Presentation, name of project, names of your committee members, and a request for any equipment needed for the presentation. Tammy Thornton will email the candidate when a room has been reserved and the time confirmed.



Appendix B: Faculty Advisor Agreement

Faculty Advisor Agreement

I, _____, agree to advise _____
Faculty Advisor Masters
Candidate

in the Masters Project Process for a period of two semesters from the date signed below. As such, I will fulfill the Advisor's responsibilities outlined in the TCSJ Masters Project Guidelines.

I _____ have read the TCSJ Masters Project Guidelines
Masters Candidate

and I understand and accept the responsibilities towards completing the Masters Project. I understand that if I choose to change advisors, I must provide written notice to the advisor (above) and the Director of Graduate Studies. I also understand that if I change advisors, I may need to repeat steps in the Masters Project Process.

Our signatures below confirm our agreement to the aforementioned conditions and attest to the advisor/advisee relationship that we are entering into on _____
Date

Advisor Printed Name

Advisor Signature

Candidate Printed Name

Candidate Signature



Appendix C: Masters Project Proposal
Masters Project Proposal

Masters Project Proposal for _____

M.Ed Candidate Name

See pages 5-6 on the Masters Project Guidelines

Goal: *Why are you doing this project? What do you hope to learn or change as a result of this work? It may be beneficial for you to state this in the form of a research questions(s).*

Proposed Project: *Briefly describe your proposed project and/or type of research.*

Scholarship Statement: *How does your proposed topic incorporate content from coursework? How does it relate to existing research?*

Academic Contribution Statement: *How will your proposed topic contribute to the body of knowledge?*

Impact Statement: *How will your proposed topic make a real world difference to districts, school, kids and community? How will your results be shared with the educational community?*

Advisor Approval: _____ Date: _____

Scheduled for Committee Review: _____ Approved Denied Resubmit by _____

Committee Members: _____



Appendix D: Masters Project Rubric

Student: _____

Advisor: _____

“Students will design and execute a project that demonstrates inquiry, incorporates content from coursework, contributes to the body of knowledge for their focus topic, and makes a real world difference to school, kids, and/or community. Project must be suitable for publication and presentation.”

	1	2	3	4
Scholarship	Relates minimally to TCSJ coursework and mission. Fails to reflect graduate level work with minimal discussion of theory. Summary only - no analysis or synthesis of literature.	Relates somewhat to TCSJ coursework and mission. Rigor reflects some graduate level work with minimal discussion of theory. Offers minimal analysis of literature related to the topic.	Relates directly to TCSJ coursework and mission. Rigor reflects graduate level work with occasional interweaving of some theory throughout. Offers some analysis and synthesis of literature critical to the topic.	Relates directly to TCSJ coursework and mission. Rigor reflects graduate level work with effective interweaving of related theory throughout. Thorough analysis and synthesis of literature critical to the topic.
Academic Contribution	Findings are unclear. Content is not relevant to reform within the education community.	Some findings draw upon the current body of knowledge. Content is minimally relevant to reform within the education community.	Findings somewhat expand and draws upon the current body of knowledge. Content is somewhat relevant to reform within the education community.	Findings expand upon and draws heavily from the current body of knowledge. Content is relevant to Reform within the education community. Appropriate for dissemination.
Impact	Little or no evidence of impact.	Findings are not reform oriented and do not tie to real world needs. Results of the project relate minimally to the needs of students and school communities.	Findings make a real world difference. Results of the project relate somewhat to the needs of students and school communities.	Findings make a real world difference. Results of the project relate directly to the needs of students and school communities.
Results	Summary/conclusion reflects errors related to the evidence. No implications discussed.	Summary/conclusion reflects minimal understanding of the evidence. Minimal implications to the wider educational community. Minimal understanding of the needs related to reform in education.	Summary/conclusion reflects some understanding of the evidence. Some implications to the individual's practice and/or wider educational community. Somewhat furthers understanding of the needs related to innovation and reform in education.	Summary/conclusion reflects clear understanding of the evidence. Powerful implications to the individual's practice and/or wider educational community. Clearly furthers understanding of the needs related to innovation and reform in education.
Presentation	The presentation was disjointed and confusing.	The presentation did not adequately inform two or more of the categories. The materials were somewhat confusing.	The presentation did not adequately inform one of the categories for audience to make an informed judgment. The materials were fairly organized and informative.	The presentation thoroughly informed each category of the guidelines: Scholarship, Academic Contribution, Impact, and Results. The materials were well organized and informative.

Original: Student Copy: Graduate Studies



Appendix E: Masters Project Final Reflection

Masters Project Final Reflection

Masters Project Final Reflection for: _____

To receive a “4” for results, your summary and conclusion must reflect clear understanding of the evidence. Additionally, your project must have powerful implications to yourself and/or wider educational community.

Please review your original proposal as well as your Masters Project to reflect on each of the following:

Goal: *Did you answer your research question and/or address your original purpose? Please discuss.*

Results: *What did you learn and how did you change as a result of this work?*

In what ways is your project related to innovation and reform in education? What did you find in your review of the literature that suggests your project is innovative and addresses needs regarding reform in education?

Have your findings and/or product already impacted the wider educational community? What are your plans for dissemination? What do you see as the potential influence of your project upon the wider community?



Appendix F: Thesis Guidelines

Thesis Guidelines

Preliminary Pages

Examples of items:

Title Page (see Appendix H for correct development and formatting)

Dedication

Acknowledgments

Table of Contents

Abstract (see Appendix I for directions)

List of Tables/List of Figures

Chapter One: Introduction

Purpose of the Study

The first part of the introduction should clearly state the purpose of the study. There should be a concise statement of purpose provided in this section. It should encompass some part of TCSJ's mission, core values, or philosophy taught in the masters core courses – 21st century skills, growth mindset, Habits of Mind, rigor, relevance, relationships and reflection, communication, critical thinking, collaboration, and creativity, etc.

Statement of the Hypothesis or Research Question

A clear statement that identifies the precise research question should be included. Each specific measurement to be conducted should be identified.

Significance of the Study

As part of the purpose of the study, there should be justification for conducting the project. This section should exhibit a clear understanding of what makes your study significant and why it should be conducted.

Definitions

A simple list of definitions of terms that directly pertain to this study should be provided. The list should include definitions of terms that might be unclear to the reader.

Delimitations, Limitations, and Assumptions

A brief statement identifying the delimitations, limitations, and assumptions associated with your study should be provided.

Delimitations – factors that were controlled by the researcher

Limitations – factors that were not under the control of the researcher

Assumptions – factors that the researcher assumes were taken into consideration



Chapter Two: Literature Review

The author should provide a breakdown of sub-topics influencing the processes of the research project. Each sub-topic should contain a thorough examination of the literature that influences or is representative of current research on that subtopic.

The literature review should collectively support the process and purpose of the study. A theoretical framework as applicable to the field of study may be included here.

Chapter Three: Methods

The methods section is the section that should clearly present each aspect of the process by which the study will be completed. Every attempt should be made to leave no question as to the procedures used to complete the study. Clear justification of the type of study (qualitative, quantitative, mixed, or Teacher Action Research) is provided.

Subjects

This section should identify the process for selection, recruitment, and delineation of the subject pool used for your study. The subject pool should be reflective of the population selected for the study (if a controlled study).

Instrumentation

The instrumentation section should identify the tool(s) used for collection of data. How the instrument was acquired or created as well as reliability and validity of the instrument should be presented in this section (if adapted from research).

Procedures

All aspects pertaining to the entire process conducted should be described. Careful consideration should be paid to approval of methods and treatment of human subjects. All treatments should be carefully described as well as notification of risks for participation (as required with IRB proposal).

Statistical Analysis

Provide a clear description of the statistical process used for analysis of data. The type of statistical tests should be reflective of the research hypothesis or question(s).

Chapter Four: Results

Order of Presentation

Offer your results in an order that is similar to the order you presented your hypothesis or research questions.

Descriptive Data

Provide all the descriptive data such as demographic results.

Results of Statistical Testing

Give the results of the statistical processes conducted for your study. Provide only the results and avoid offering conclusions or interpretations of the results.



Interpretations of Statistical Results

Offer a brief summary of the results with foundational interpretations of what the statistics provide.

Chapter Five: Conclusions/Discussion

Summary of Findings

Provide inferences and implications that the results of the study provide you and the reader or others who may have interest in the results. This is a time to expound on your results and offer insight into what your study does or does not contribute to the body of information on your topic.

Conclusions Drawn by Results

Identify specific conclusions resulting from your study. Offer specific insight to what your findings reveal. This section should synthesize your findings with the current knowledge in your area of study.

Recommendations for Further Research

Provide recommendations to further research on this topic or how parts of your study could be improved upon. If you found as a result of your study that another topic should be looked at in order to offer more insight into this topic, then suggest that at this time. It is important that this part of your conclusion chapter incorporate the implications of your findings in terms of other research in your area of study.

References

Provide a list of *References* used for this paper. Provide them in APA 6th Edition.

Appendices

Examples of items:

Surveys

Student assessments, work

Interview guidelines



Appendix G: Directions for Presentation

You will have a *MAXIMUM of 15 minutes* for your entire presentation. Please keep that in mind as you thoughtfully prepare and carefully choose what critical information to share.

Please follow these guidelines:

- All slides white with black letters; no pictures, borders, other colors
- Minimum font size: 24pt Bold all except (*Author, YEAR*) on research slide(s).
- Minimize wording on slides; no paragraphs, ok to include summary statements (with stats) of results, bullet as often as possible.
- Prepare the following slides (no more, no less):
 1. **Title of Project**
Your Name
 2. **Purpose Statement**
One sentence
 3. **Research** (*may have 2 slides for studies, select your 4 (max) most critical studies to BRIEFLY discuss, you may use note cards if needed*)
Format your research slide(s) as below and include only:

Title of Study
(*Author, YEAR*)

Title of Study
(*Author, YEAR*)

4. **Research Question** *Overarching question and bullet all sub-questions (if you have them; otherwise provide the title of your curriculum etc.)*
5. **Methods** (*keep these slides simple and brief! Remember, you can discuss each topic below*)
 - **Setting** (who, where, when)
 - **What you did** (i.e. for a study - describe design, for curriculum - describe scope, purpose, intent, for other - describe process, intent, audience etc.)
 - **Data** (type, how gathered, timeline)
6. **Results and Conclusion** *One summary statement for each datum gathered (if appropriate to your study). Be sure to refer back to your research questions when you discuss your results – what’s the answer(s)? Reference research in your conclusion – were your results predicted? Do they add to what is known?*
7. **Reflection** *Include each bullet below on your last slide(s)...NOTE: you may use 2 slides for your Reflection if you want to put one bullet on each slide:*
 - **What’s next ...** (*for this study, for you as an educator and graduate student*)
 - **Important Lessons....**(*from your experiences in your graduate studies at TCSJ*)



Appendix H: Sample Title Page

Running head: Abbreviated Title of the Project

The Title of Your Project

Student Name

In Partial Fulfillment of Masters in Education

Concentration for M.Ed.

Teachers College of San Joaquin

Advisors Name.

Month Year



Appendix I: Sample Abstract and Directions

Directions for development of Abstracts: (250 words maximum)

1. Identify your purpose.
2. Explain the problem.
3. Explain the methods.
4. Describe your results.
5. State your conclusion.

Sample:

Subtype of Autism: Developmental Verbal Dyspraxia

The purpose of this research is to identify a subtype of autism called Developmental Verbal Dyspraxia (DVD). DVD is a motor-speech problem, disabling oral-motor movements needed for speaking. The first phase of the project involves a screening interview where we identify DVD and Non-DVD kids. We also use home videos to validate answers on the screening interview. The final phase involves home visits where we use several assessments to confirm the child's diagnosis and examine the connection between manual and oral motor challenges. By identifying DVD as a subtype of Autism, we will eliminate the assumption that all Autistics have the same characteristics. This will allow for more individual consideration of Autistic people and may direct future research on the genetic factors in autism.