

MICHIGAN STATE UNIVERSITY

January 5, 2009

MEMORANDUM

TO: Dr. Douglas Estry, Associate Provost for Undergraduate Education
and Dean of Undergraduate Studies

FROM: Dr. Linda O. Stanford, Associate Provost for Academic Services

RE: Request to Require a Grade-Point of 2.00 in CEP 430 in the Bachelor of
Arts Degree in Special Education, Deaf Education area of emphasis

For Transmittal to the University Committee on Academic Policy (UCAP)

The request referenced above is being sent to you for action by the University Committee on Academic Policy (UCAP).

UCAP Response Requested:

Please ask the UCAP to consider the request referenced above at its meeting on January 15, 2009. Please mail the related materials referenced under the heading Attachments at the end of this memorandum to the members of the UCAP.

The academic program and course requests referenced above will be included on the agenda for the January 15, 2009 meeting of Subcommittee C, University Committee on Curriculum (UCC). Requests that are approved by Subcommittee C on January 15 will be before the Full Committee, UCC, for action on February 5, 2009. Requests that are approved by the Full Committee on February 5 will be included in the February 24, 2009, Report of the UCC to the Academic Council.

If you have any questions about this memorandum or the attached materials, please call me at 5-8420.

Thank you for your help.

Attachments:

1. Request for Changes in an Academic Program form dated October 20, 2008 for the Bachelor of Arts Degree in Special Education – Deaf Education and attachments.



**UNIVERSITY
CURRICULUM
and CATALOG**

Michigan State University
176 Administration Building
East Lansing, Michigan
48824-1046

PH: 517/355-8420
FAX: 517/353-1935

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COLLEGE OF EDUCATION

1. Request to change the requirements for the **Bachelor of Arts** degree in **Special Education** in the Department of Counseling, Educational Psychology and Special Education as updated on pages 3 and 4 of the October 23, 2007 Report of the UCC to the Academic Council. The Teacher Education Council (TEC) will consider this request at its February 2, 2009 meeting. The University Committee on Academic Policy will consider this request at its January 15, 2009 meeting.

- a. Under the heading **Requirements for the Bachelor of Arts Degree in Special Education** make the following changes:

- (1) In item 1., paragraph four, change the 'Deaf education are of emphasis' requirement to the following:

Counseling, Educational Psychology and Special Education 430 with a grade of 2.0.

- (2) Replace item 2. d. (1) with the following:

Deaf Education (28 to 34 credits):

- (1) Both of the following courses (6 credits):

CEP	430	Introduction to Deaf Education (W)	3
CSD	333	Oral Language Development	3

- (2) All of the following Instruction-Based courses (13 credits):

CEP	431	Lesson Design and Instruction in Deaf Education	3
CEP	432	Language Assessment and Intervention in Deaf Education	3
CEP	433	Practicum Experience in Deaf Education	1
CEP	436	Seminar: Methods of Content Area Instruction in Deaf Education	1
CSD	444	Audiologic Rehabilitation	4
CSD	491	Topics in Communicative Sciences and Disorders	1

- (3) Both of the following courses (6 credits):

CEP	441A	American Sign Language I	3
CEP	441B	American Sign Language II	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

- (4) At least one of the following concentrations:

Auditory/Oral

The following course:

CEP	435	Oral Instruction in Deaf Education I	3
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Bilingual

All of the following courses:

CEP	434	Structure of English and American Sign Language	3
CEP	442A	American Sign Language III	3
CEP	442B	American Sign Language IV	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

Consulting Teacher

Both of the following courses:

CEP	435	Oral Instruction in Deaf Education I	3
CEP	442A	American Sign Language III	3

Effective Fall 2009.

View a Program		Return to Menu
Joy Speas, RO	Wednesday, 10/22/2008	
Program Name: Special Education-Deaf Education Degree Name: BA Sequence Number: 3		
Effective Dates: Fall 2009 - Open Status: Interim Initial Action: Change		
Requested Date: 6/26/2008 8:48:06 AM		
1. Department/School/College: 14204 Department of Counseling, Educational Psychology, and Special Education		
2. Name of Program: Special Education-Deaf Education		
3. Name of Degree: BA		
4. Type of Program: Prev: Major New:		
5. Effective Start Semester: Prev: Fall 2007 New: Fall 2009		
6. Target student audience for the program: Prev: New: Students seeking teacher certification and endorsement in deaf education		
7. Enrollment: What is the expected enrollment per year: Prev: 25 New: 45 What is the minimum enrollment acceptable: Prev: 0 New: 30		
8. Source of budget for the program: Internal		
9. Projected Costs as compared to other programs in unit: Same		
10. Staff requirement: How many additional staff will be required: 0 Who will provide the primary instruction. Describe any external linkages(industry, government, etc.): Prev: New: Faculty: Harold Johnson and Claudia Pagliaro. Instructors: Marta Belsky and Kristen Knight.		
11. Will additional equipment be required: Approximate cost:		

0

Source of funding:

12. Will additional library materials be required:

Approximate cost:

0

Source of funding:

Prev:

New: same as current program

13. Will additional space be required:

Type:

Approximate amount:

14. If the program requirements contain a named concentration, do you wish for the concentration to be noted on the student's transcript?:

No

15. Detailed Description:

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a. Background information and Rationale

Changes required to meet new professional standards, changing demographics and best practices in the field of Deaf Education, and job opportunities and requirements. In addition, the changes will facilitate the recruitment and retention of a culturally and geographically diverse, well-qualified applicant pool.

b. Rationale for the program being housed in the primary administrative unit.

Continue historic placement in the College and Special Education of Education

c. Educational Objectives.

Changes will enable the graduates of the MSU Deaf Education program to assume leadership roles in the design and implementation of effective educational programming for students who are deaf/hard of hearing (d/hh).

d. Faculty who were instrumental in changing the program and faculty who will be responsible for implementing the program.

Harold Johnson/faculty & Claudia Pagliaro/faculty

e. Expected enrollment per year averaged over the 5 years. 5-15

f. Plan for evaluating the program.

Once the Program design has been implemented, the Professional Council of Exceptional Children (CEC), and Council on Education of the Deaf (CED) and the MI Dept of Education will be asked to review the Program for professional accreditation. (see attached Professional CEC/CED standards.

Catalogue Copy Teacher Education (pg 6)	Proposed Teacher Education Catalogue Copy Change
http://www.reg.msu.edu/read/UCC/Updated/edte.pdf	-
Relationship of the Internship Year Studies Program to Master's Degree Programs	-
Students may be admitted to the Internship Year Studies Program without being admitted to a master's degree program. Students who are admitted to both the Internship Year Studies Program and a master's degree program may	-
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pursue both programs simultaneously. For students who complete the Internship Year Studies Program, a maximum of 12 credits in 800-level courses that are required for that program may be applied to a master's degree with the approval of the units that administer the master's degree program. Exceptions are the Master of Arts in Curriculum and Teaching and the Master of Arts in Literacy Instruction, which allows maximum of 9 credits, [Insert A]

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Catalogue Copy
Special Education through FS08

UNDERGRADUATE PROGRAM

The department offers a Bachelor of Arts degree program with a major in special education. This program is designed for students who plan to be certified as both a K-12 special education teacher and an elementary teacher. The program combines **preprofessional** preparation in one of the two areas of special education and in elementary education. Upon satisfactory completion of the requirements for the Bachelor of Arts degree with a major in special education, the bachelor's degree is granted. However, in order for Michigan State University to recommend a person for an elementary teaching certificate with an endorsement in special education, that person must also complete the requirements for the Teacher Certification Internship Year Studies program described in the section on **TEACHER CERTIFICATION** in the *Department of Teacher Education* section of this catalog.

[Insert B - new text]

Requirements for the Bachelor of Arts Degree in Special Education

1. The University requirements for bachelor's degrees as described in the Undergraduate Education section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Special Education. The completion of Integrative Studies in Social, Behavioral and Economic Science 220 referenced in item 2. b. (6) below may also satisfy a portion of the University Integrative Studies requirements in the Social, Behavioral, and Economic Sciences. The completion of Integrative Studies in Arts and Humanities 241A, IAH 241C, or IAH 241E referenced in item 2. b. (7) below may also satisfy a portion of the University Integrative Studies requirements in the Arts and Humanities. The completion of Mathematics 201 referenced in item 2. b. (1) below may also satisfy the University mathematics requirement. The University's Tier II writing requirement for the Special Education major is met by completing one course as specified below:
Deaf education area of emphasis: Counseling, Educational Psychology and Special Education ~~440~~: 430. That course is referenced in item 2. d. (1) below.
Learning disabilities area of emphasis: Counseling, Educational Psychology and Special Education 301. That course is referenced in item 2. d. (2) below.

CREDITS

2. The following requirements for the major:
 - a. **Professional Education Courses** (21 credits):

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[Insert A] and the Master of Arts in Special Education, Deaf education, which allows a maximum of 9 credits.

Proposed Special Education Catalogue Copy

UNDERGRADUATE PROGRAM

[Current catalogue text remains the same unless noted with new text or edits in red font]

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-[Insert B]

Deaf Education (credits 22-28):

Application for admission to the Deaf Education Program is completed during the fall of sophomore year. Application must include a letter of application, a letter of reference, and an interview with designated Deaf Education faculty/staff. Students applying to the Teacher Certification Program in Deaf Education must take Counseling, Educational Psychology and Special Education 430 with a grade of 2.0 or better.

Students graduating from the Deaf Education Program will be prepared to work with all K-12 students who are deaf/hard of hearing. In addition, the MSU Deaf Education Program offers students three Program concentrations. Students majoring in Deaf Education will choose to focus their studies in one, or more, of the following concentrations:

- Auditory/Oral;
- Bilingual; or

28-34

All of the following courses:

- CEP 240 Diverse Learners in Multicultural Perspective . . . 3
- TE 150 Reflections on Learning 3
- TE 301 Learners and Learning in Context - Elementary (W) 4
- TE 401 Teaching of Subject Matter to Diverse Learners - Elementary (W) 5
- TE 402 Crafting Teaching Practice - Elementary (W).. 6

b. Planned Program for Elementary Education for Special Education

Majors (15 credits):

For the requirements for the Language Arts Integrated Teaching major, refer to the section "MSU Subject Matter Teaching Majors for Teacher Preparation and Certification: MSU Integrated Teaching Majors for Elementary Teacher Certification" in the *TEACHER CERTIFICATION* section of this catalog.

(1) Both of the following mathematics courses (6 credits):

- MTH 201 Elementary Mathematics for Teachers I . . 3
- MTH 202 Elementary Mathematics for Teachers II . 3

(2) The following course in children's literature (3 credits):

- TE 348 Reading and Responding to Children's Literature 3

This course meets the Children's Literature requirement for the Language Arts Integrated Teaching Major.

(3) The following course on language acquisition and development (3 credits):

- CSD 333 Oral Language Development 3

This course is also required in the Deaf Education and Learning Disabilities Emphasis Areas. Students in the Deaf Education and Learning Disabilities Emphasis Areas will count these credits in emphasis area requirements.

(4) The following course on science in the elementary schools (3 credits):

- SME 301 Science for Elementary Schools 3

(5) The following geography course (3 credits):

- GEO 204 World Regional Geography. 3

This course meets the geography requirement for the Social Studies Integrated Teaching Major.

(6) The following history course or approved social science alternative (4 credits):

- ISS 220 Time, Space and Change in Human Society (D) 4

(7) One of the following arts courses (4 credits):

- IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) 4
- IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe 4
- IAH 241E Creative Arts and Humanities: The Creative Process. 4

c. Language Arts Integrated Teaching Major (36 to 41 credits)

The Language Arts Integrated Teaching Major is designed to meet the Subject Matter Teaching Major/Minor requirement for the two Special Education Emphasis Areas (Deaf Education, and Learning Disabilities). One of the other Integrated Teaching Majors (Social Studies, General Science), or one of the approved disciplinary majors, or one of the approved disciplinary teaching minor combinations is also available for elementary teacher certification (with the appropriate endorsement), with the approval of the Department of Counseling, Educational Psychology, and Special Education Department.

d. One of the following two Areas of Emphasis (19 or 21 credits):

[Insert C - new text]

(1) Deaf Education (21 credits):

All of the following courses:

- ~~CEP 341 American Sign Language and the Deaf Community 2~~
- ~~CEP 440 Introduction to Educating Deaf Children (W) 3~~
- ~~CEP 441A American Sign Language I 3~~
- ~~CEP 441B American Sign Language II 3~~
- ~~CEP 442A American Sign Language III 3~~
- ~~CEP 442B American Sign Language IV 3~~

• Consulting Teacher.

These concentrations, including coursework and practica at the undergraduate and internship level, have been designed to meet the instructional needs of three distinct groups of students who are deaf/hard of hearing, i.e., Auditory/Oral candidates work with those who rely primarily upon spoken English for instruction, Bilingual candidates work with those who rely primarily upon American Sign Language and written English for instruction, and Consulting Teacher candidates work with those who are primarily educated within a general education classroom and supported by a Deaf Education teacher.

[Insert C]

Deaf Education Majors Core Courses:

All of the following Foundation courses: (W)

- CEP430 Introduction to Deaf Education 3
- CSD333 Oral Language Development 3^{se}

All of the following Instruction Based Courses:

- CEP431 Lesson Design & Instruction in Deaf Education 3
- CSD 444 ~~Aural Rehabilitation~~ 4 ^{Audiologic}
- CEP432 Language Assessment & ^{and} Intervention in Deaf Education 3
- CEP433 Practicum Experience in Deaf Education (W) 3^{se}
- ~~CEP435 Oral Instruction in Deaf Education I 3~~
- CEP436 Seminar: Methods of Content Area Instruction in Deaf Education ^{and}
- CSD491 Topics in Communicative Sciences & Disorders 1

All of the following ASL courses:

- CEP441A American Sign Lang 3

page I

~~CEP 400 Practicum Experience with Deaf Students~~ 1
~~CSD 333 Oral Language Development~~ 3

CEP441B American Sign Lang II ^{major} 3

Additional Courses by Concentration:

Auditory/Oral Concentration Courses:

~~none~~ ^{CEP 435}
Oral Instruction in Deaf Education I 3

Bilingual Concentration Courses:

All of the following ASL courses:
 CEP442A American Sign Lang III 3
 CEP442B American Sign Lang IV 3
 CEP 434 Structure of English and American Sign Language 3

Consulting Teacher Concentration Courses:

All of the following ASL courses:
 CEP442A American Sign Lang III 3
^{CEP 435}

NOTES:

¹ meets the requirements for Language Art majors under "c. Language and Cultural Diversity."

² Prior to internship year, students in each concentration will be required to reach a specific level of sign proficiency on an independent evaluation, e.g., American Sign Language Proficiency Interview (ASLPI), Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

[Insert D]

Deaf Education majors must satisfy all of the pedagogy course requirements by completing as stated, Counseling, Educational Psychology and Special Education 240, 502C, 801A, 802C, 803C, and 804C and Teacher Education 150, 301, 401, 402, and 501. [NOTE: Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of Deaf Education.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Deaf Education** must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C.

Students are encouraged to visit the program website for additional information and advising information (<http://www.educ.msu.edu/deafed/>)

TEACHER CERTIFICATION OPTION

The special education disciplinary major leading to the Bachelor of Arts degree is available for teacher certification. Students with a special education disciplinary major must complete the following pedagogy courses:

Students who are seeking both elementary teacher certification and K-12 endorsement in [Insert D - new text]

~~Deaf Education~~ satisfy all of the pedagogy course requirements by completing Counseling, Educational Psychology and Special Education 240, 502C, 801A, 802C, 803C, and 804C and Teacher Education 150, 301, 401, 402, and 501. [NOTE: Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of Deaf Education.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Deaf Education** must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C.

National Standards

[Advanced DHH Validated Standards 4.01.08]

Title: Deaf/Hard of Hearing Specialist

Standard 1: Leadership and Policy

DHH1K1:	Sociocultural, historical, and political forces that influence diverse delivery systems
DHH1K2:	Standards for universal newborn hearing screening and early intervention.
DHH1K3:	Standards for interpreters.
DHH1K4:	Standards for teachers of DHH students who have additional disabilities.

DHH1S1:	Provide guidance on policy and recommended practices for individuals who are deaf and hard of hearing.
DHH1S2:	Advocate for the provision of advanced language and communication skills for teachers, families, and individuals who are deaf and hard of hearing.
DHH1S3:	Provide leadership for transition among programs and communication options.
DHH1S4:	Coordinate activities of related service providers including interpreters and paraeducators.
Standard 2: Program Development and Organization	
DHH2K1:	Mental health problems and service options for students who are deaf or hard of hearing.
DHH2S1:	Address all aspects of the communication environment that lead to inadequate learning.
DHH2S2:	Structure the learning environment to encourage self-advocacy.
Standard 3: Research and Inquiry	
DHH3S1:	Disseminate new advances and evidence-based practices.
DHH3S2:	Design and implement literacy development programs.
Standard 4: Evaluation	
DHH4K1:	Policy and research implications that promote recommended practices in assessment and evaluation of DHH students.
DHH4S1:	Provide leadership in the implementation of unbiased assessment and development of evaluation procedures.
DHH4S2:	Evaluate and implement procedures for students' effective participation in school, system, and statewide assessments.
Standard 5: Professional Development and Ethical Practice	
DHH5K1:	Ethical practices that acknowledge diversity among the Deaf, hard of hearing, and hearing communities.
DHH5S1:	Ethically implement current assistive and instructional technologies.
DHH5S2:	Acquire advanced qualifications and skills.
Standard 6: Collaboration	
DHH6S1:	Collaborate with stakeholders in developing and implementing equal access to programs in urban, urban-fringe, or rural settings.

[Initial Validated Deaf and Hard of Hearing 4.01.08]**Title: Teacher of Individuals who are Deaf and Hard of Hearing**

Standard 1 Foundations	
DH1K1	Incidence and prevalence figures for individuals who are deaf and hard of hearing.
DH1K2	Sociocultural, historical, and political forces unique to deaf education.
DH1K3	Etiologies of hearing loss that can result in additional learning challenges.
DH1S1	Explain historical foundations and research evidence upon which educational practice is based.
DH1S2	Develop and enrich cultural competence relative to the Deaf community.
Standard 2 Development and characteristics of Learners	
DH2K1	Cognitive and language development of individuals who are deaf and hard of hearing.
DH2K2	Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.
Standard 3 Individual learning differences	
DH3K1	Influence of experience and educational placement on all developmental domains
DH3K2	Influence of cultural identity and language on all developmental domains.
Standard 4 Instructional strategies	
DH4K1	Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.
DH4S1	Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
DH4S2	Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.
DH4S3	Apply first and second language teaching strategies to the instruction of the individual.
DH4S4	Provide balance among explicit instruction, guided instruction, peer learning, and reflection.
Standard 5 Learning environments/social interactions	
DH5K1	Influence of family communication and culture on all developmental domains
DH5S1	Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
DH5S2	Provide access to incidental language experiences.
DH5S3	Prepare individuals who are deaf or hard of hearing to use interpreters.
DH5S4	Manage assistive technology for individuals who are deaf or hard of hearing.
DH5S5	Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.
Standard 6 Language	
DH6K1	Components of linguistic and non-linguistic communication.

DH6K2	Importance of early intervention to language development.
DH6K3	Effects of sensory input on the development of language and learning.
DH6K4	Spoken and visual communication modes.
DH6K5	Current theories of the development of spoken language and signed languages.
DH6S1	Apply strategies to facilitate cognitive and communicative development.
DH6S2	Implement strategies for stimulating and using residual hearing.
DH6S3	Facilitate independent communication in all contexts.
DH6S4	Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
DH6S5	Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.
Standard 7 Instructional planning	
DH7K1	Model programs for individuals who are deaf or hard of hearing.
DH7S1	Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.
DH7S2	Plan and implement transitions across service continuums.
DH7S3	Integrate language instruction into academic areas.
DH7S4	Plan instruction to address academic content standards.
DH7S5	Develop successful inclusion experiences.
Standard 8 Assessment	
DH8K1	Specialized terminology used in assessing individuals who are deaf or hard of hearing.
DH8S1	Administer assessment tools using the students preferred mode and language of communication.
DH8S2	Develop specialized assessment procedures that allow for alternative forms of expression.
DH8S3	Collect and analyze spoken, signed, or written communication samples.
Standard 9 Professional and ethical practice	
DH9K1	Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
DH9K2	Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
DH9K3	Professional organizations in the field of deaf education.
DH9S1	Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.
Standard 10 Collaboration	
DH10K1	Services, organizations, and networks that support individuals who are deaf or hard of hearing.
DH10S1	Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

16. Type(s) of change(s):

Prev: Change ASC to CSD

New: Change in admission requirements, course requirements, sequence of courses.

17. Students who will be affected by the proposed changes:

Prev:

New: Proposed changes will begin with incoming students Fall 2009

18. Will the proposed change(s) have a negative impact on students? If so, which ones?:

Prev:

New: No negative impact

Describe impact and explain what accommodations will be made:**19. Reason(s) for change(s):**

Prev: Audiology department changed names; subject code changed

New: Changing professional standards, demographics of children, job opportunities, enhancing the quality and employability of MSU Deaf Ed grads. (See #15)

DEPARTMENT LEVEL APPROVAL STATUS

Approved by: Department of Counseling, Educational Psychology, and Special Education

9/29/2008 10:32:21 AM by Karen Glickman for Richard Prawat, Chairperson

SIGNOFFS STATUS

No Response by: Department of Communicative Sciences and Disorders

No Response by: College of Communication Arts and Sciences

COLLEGE LEVEL APPROVAL STATUS

Approved by: College of Education
10/20/2008 8:43:58 AM by Karen Glickman for Michael Sedlak, Associate Dean

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Michigan State University

Assessing Student Outcomes

College: Education
Department: CEPSE
Program or Major: Deaf Education
Program Level: B.A.
Contact Person: H Johnson & C Pagliaro

Inventory of Written Statements and Plans

1. ~~Do you have a written mission statement or statement of purpose?~~ yes no
If yes, please attach a copy or reference where this can be found:
2. ~~Do you have a written statement of intended educational outcomes~~ yes no
describing what a student should know or be able to do when they have completed this program?
3. ~~Do you have a written method of assessment for measuring student outcomes?~~ yes no
4. Does your program have a separate accreditation process? yes no
If yes, please list all accrediting agencies below:

Council on Education of the Deaf & MI Dept. of Ed

Assessment Methodologies

It is likely that some assessment measures are already in place in this program even if they are not identified as being part of a formal assessment plan. Listed below are some of the assessment methodologies you may be using. Indicate "A" if the method is currently being used; "B" if it is not being used but you are interested in using it; and "C" if the method of assessment does not apply to your program.

Direct Methods of Assessment

1. C Comprehensive Examinations
2. A Writing proficiency Examinations
3. A National Examinations assessing subject matter knowledge (ASL SLPI)
4. C Graduate Record Exam General Test
5. C Graduate Record Exam Subject Test
6. C Certification Examinations
7. A Licensure Examinations (MIDOE Deaf Ed Licensure Exam)
8. C Locally developed pre-test or post-test for subject matter knowledge
9. C Senior thesis or major project
10. B Portfolio evaluation of student work
11. A Capstone courses
12. B Audio or Video tape evaluations

Indirect Methods of Assessment

1. C Comparison or benchmarking with peer institutions
2. B Job placement of graduates
3. B Employer surveys
4. C Advisory groups from your profession
5. C Graduate school acceptance rates
6. B Student graduation/retention rates
7. B Exit interviews with students graduating or leaving the program
8. B Student satisfaction surveys
9. A Student course evaluations
10. C Focus group discussions
11. C Alumni surveys
12. C Alumni honors, awards, achievements
13. C Analysis of grade distributions
14. B Peer review of courses (CED Review)
15. B Peer review of program (CED Review)
16. B Curriculum/syllabus analysis (CED Review)
17. C Community service/volunteerism participation
18. Other:

Does your program have an experiential learning component? yes no
If yes, how do you assess the student learning outcomes from that experience?

1. A Participate in a class designed to complement the experience
2. B Student journals
3. A Formal evaluation procedures from field-based supervisor
4. A Formal meetings between supervisor, student, and faculty
5. A/B Formal test of practical skills (MIDOE Licensure exam & SLPI evaluation)
6. B Other: Electronic Portfolio

Implementation Plans

1. How has your department used any of the indicators above to improve services and programs for students?

CEPSE, as a department, has not yet implemented the identified assessment protocols. Instead, individual programs within CEPSE set their own assessment protocols.

2. When you think about developing and implementing an assessment plan, what concerns do you have?

Amount of time and effort that will be required to implement, refine and use assessment data to enhance the program.

**Return this form to: Kelly Funk
221 Administration Building**

Assessing Student Outcomes modified and used with permission, Dr. Sharron L. Ronco, Florida Atlantic University

DEPARTMENT of COUNSELING, EDUCATIONAL PSYCHOLOGY and SPECIAL EDUCATION

Richard S. Prawat, Chairperson

UNDERGRADUATE PROGRAM

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Insert ①

Requirements for the Bachelor of Arts Degree in Special Education

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The completion of Mathematics 201 referenced in item 2. b. (1) below may also satisfy the University mathematics requirement.

The University's Tier II writing requirement for the Special Education major is met by completing one course as specified below:

Deaf education area of emphasis: Counseling, Educational Psychology and Special Education 449. That course is referenced in item 2. d. (1) below.

Learning disabilities area of emphasis: Counseling, Educational Psychology and Special Education 301. That course is referenced in item 2. d. (2) below.

430 with a grade of 2.0.

CREDITS

2. The following requirements for the major:

a. **Professional Education Courses (21 credits):**

All of the following courses:

CEP 240	Diverse Learners in Multicultural Perspective	3
TE 150	Reflections on Learning	3
TE 301	Learners and Learning in Context - Elementary (W)	4
TE 401	Teaching of Subject Matter to Diverse Learners - Elementary	5
TE 402	Crafting Teaching Practice - Elementary (W)	6

b. **Planned Program for Elementary Education for Special Education Majors (15 credits):**

For the requirements for the Language Arts Integrated Teaching major, refer to the section "MSU Subject Matter Teaching Majors for Teacher Preparation and Certification: MSU Integrated Teaching Majors for Elementary Teacher Certification" in the **TEACHER CERTIFICATION** section of this catalog.

- (1) Both of the following mathematics courses (6 credits):
- | | | |
|---------|--|---|
| MTH 201 | Elementary Mathematics for Teachers I | 3 |
| MTH 202 | Elementary Mathematics for Teachers II | 3 |
- (2) The following course in children's literature (3 credits):
- | | | |
|--------|---|---|
| TE 348 | Reading and Responding to Children's Literature | 3 |
|--------|---|---|

This course meets the Children's Literature requirement for the Language Arts Integrated Teaching Major.

- (3) The following course on language acquisition and development (3 credits):

CSD 333 Oral Language Development	3
This course is also required in the Deaf Education and Learning Disabilities Emphasis Areas. Students in the Deaf Education and Learning Disabilities Emphasis Areas will count these credits in emphasis area requirements.	
(4) The following course on science in the elementary schools (3 credits):	
SME 301 Science for Elementary Schools	3
(5) The following geography course (3 credits):	
GEO 204 World Regional Geography	3
This course meets the geography requirement for the Social Studies Integrated Teaching Major.	
(6) The following history course or approved social science alternative (4 credits):	
ISS 220 Time, Space and Change in Human Society (D)	4
(7) One of the following arts courses (4 credits):	
IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D)	4
IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe	4
IAH 241E Creative Arts and Humanities: The Creative Process	4
c. Language Arts Integrated Teaching Major (36 to 41 credits)	
The Language Arts Integrated Teaching Major is designed to meet the Subject Matter Teaching Major/Minor requirement for the two Special Education Emphasis Areas (Deaf Education, and Learning Disabilities). One of the other Integrated Teaching Majors (Social Studies, General Science), or one of the approved disciplinary majors, or one of the approved disciplinary teaching minor combinations is also available for elementary teacher certification (with the appropriate endorsement), with the approval of the Department of Counseling, Educational Psychology, and Special Education Department.	
d. One of the following two Areas of Emphasis (19 ⁺⁰⁻³⁴ or 21 credits):	
(1) Deaf Education (21 ⁺⁰⁻³⁴ credits):	
All of the following courses:	
CEP 341 American Sign Language and the Deaf Community	2
CEP 440 Introduction to Educating Deaf Children (W)	3
CEP 441A American Sign Language I	3
CEP 441B American Sign Language II	3
CEP 442A American Sign Language III	3
CEP 442B American Sign Language IV	3
CEP 480 Practicum Experience with Deaf Students	1
CSD 333 Oral Language Development	3
(2) Learning Disabilities (19 credits):	
All of the following courses:	
CEP 301 Introduction to Students With Mild Impairments (W)	3
CEP 449 Behavior Management in Special Education	3
CEP 451 Models of Special Education Administration and Services	3
CEP 452 Students with Disabilities in the Regular Classroom	3
CSD 333 Oral Language Development	3
PSY 101 Introductory Psychology	4

e Insert (2)

TEACHER CERTIFICATION OPTION

The special education disciplinary major leading to the Bachelor of Arts degree is available for teacher certification. Students with a special education disciplinary major must complete the following pedagogy courses:

Students who are seeking both elementary teacher certification and K-12 endorsement in **Deaf Education** satisfy all of the pedagogy course requirements by completing Counseling, Educational Psychology and Special Education 240, 502C, ~~801A, 802C, 803C, and 804C~~ and Teacher Education 150, 301, 401, 402, and 501. [NOTE: Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of Deaf Education.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Deaf Education** must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C.

Insert (3)

as specified by concentration.

Insert 1

Application for admission to the Deaf Education area of emphasis is completed during fall of the sophomore year. The application must include a letter of application, a letter of reference, and an interview with a designated deaf education faculty member. Students completing the deaf education area of emphasis will be prepared to work with all K-12 students who are deaf or hard-of-hearing. The emphasis offers three areas of concentration: auditory/oral, bilingual; or consulting teacher. These concentrations include course work and practica at the undergraduate and internship level and have been designed to meet the instructional needs of students who are deaf or hard-of-hearing and rely primarily upon spoken English for instruction; bilingual and rely primarily upon American Sign Language and written English for instruction; or consulting teacher who are primarily educated within a general education classroom and supported by a deaf education teacher. Students are encouraged to visit the program website at www.educ.msu.edu/deafed for additional information and advising information.

Insert 2

- (1) Both of the following courses (6 credits):
- | | | | |
|-----|-----|------------------------------------|---|
| CEP | 430 | Introduction to Deaf Education (W) | 3 |
| CSD | 333 | Oral Language Development | 3 |
- (2) All of the following Instruction-Based courses (13 credits):
- | | | | |
|-----|-----|--|---|
| CEP | 431 | Lesson Design and Instruction in Deaf Education | 3 |
| CEP | 432 | Language Assessment and Intervention in Deaf Education | 3 |
| CEP | 433 | Practicum Experience in Deaf Education | 1 |
| CEP | 436 | Seminar: Methods of Content Area Instruction in Deaf Education | 1 |
| CSD | 444 | Audiologic Rehabilitation | 4 |
| CSD | 491 | Topics in Communicative Sciences and Disorders | 1 |
- (3) Both of the following courses (6 credits):
- | | | | |
|-----|------|---------------------------|---|
| CEP | 441A | American Sign Language I | 3 |
| CEP | 441B | American Sign Language II | 3 |
- Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.
- (4) At least one of the following concentrations:
- Auditory/Oral*
- The following course:
- | | | | |
|-----|-----|--------------------------------------|---|
| CEP | 435 | Oral Instruction in Deaf Education I | 3 |
|-----|-----|--------------------------------------|---|
- Bilingual*
- All of the following courses:
- | | | | |
|-----|------|---|---|
| CEP | 434 | Structure of English and American Sign Language | 3 |
| CEP | 442A | American Sign Language III | 3 |
| CEP | 442B | American Sign Language IV | 3 |
- Students will be required to reach a specific level of signing proficiency on an independent

evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

Consulting Teacher

Both of the following courses:

CEP	435	Oral Instruction in Deaf Education I	3
CEP	442A	American Sign Language III	3

Insert (3)

801A (Auditory/Oral and Consulting Teacher concentrations), 802C (Bilingual concentration), 803C (Auditory/Oral concentration), and 804C (Bilingual concentration) and Teacher Education 150, 301, 401, 402, and 501. In addition, students in the Consulting Teacher concentration select Counseling, Educational Psychology and Special Education 802C or 803C or 804C.

802A, 803A, and 804A and Teacher Education 150, 301, 401, 402, and 501. [NOTE: Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of learning disabilities.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Learning Disabilities** must complete Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A.

Students who elect the special education disciplinary major must contact the Department of Counseling, Educational Psychology and Special Education. For additional information, refer to the section on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

Relationship of the Internship Year Studies Program to Master's Degree Programs

Students may be admitted to the Internship Year Studies Program without being admitted to a master's degree program. Students who are admitted to both the Internship Year Studies Program and a master's degree program may pursue both programs simultaneously. For students who complete the Internship Year Studies Program, a maximum of 12 credits in 800-level courses that are required for that program may be applied to a master's degree program with the approval of the units that administer the master's degree program. Exceptions are the Master of Arts in Curriculum and Teaching and the Master of Arts in Literacy Instruction, which allow a maximum of 9 credits.

Students in any master's program in the College of Education may apply a maximum of 12 credits earned through any combination of courses taken through lifelong education, graduate certification, or in transfer from another institution. Each program may determine if courses are appropriate for the master's program and may allow fewer than 12 credits to be applied to the specific master's program.

For additional information about the 800-level courses that are required for the Internship Year Studies Program, refer to the section on "Requirements for the Internship Year Studies Program."

*and Curriculum,
and the Master of Arts in
Special Education with an
emphasis in Deaf Education,*