

EDUCATION FOUNDATIONS AND SPECIAL SERVICES

Transmittal Memo

Proposal to revise the Undergraduate-Level Deaf Education Program (SPED)

Proposal Summary

Title: Revision to the Undergraduate Deaf Education Program (SPED)

Subject Specification: Proposal to revise Deaf Education Program (SPED) so that it:

1. aligns with Banner-system prerequisites,
2. aligns with practicum-course oversight mechanisms currently used by SPED Mild/Moderate and Moderate/Intensive licensure programs, and
3. re-implements program standards and requirements that were implemented but lost in subsequent program revisions, and
4. makes related requirement sheet and catalog revisions and updates.

Background Information:

1. The implementation of Banner has led to several pre-requisite conflicts, resulting in students who are unable to register without department-generated over-ride codes.
2. The SPED program offers Mild/Moderate and Moderate/Intensive field experience and oversight to coordinate with their classes: The revision of SPED 43392 for Deaf Ed adds scheduled oversight and professional development for the practicum experiences, which has not been available to the Deaf Ed program before. This practicum will focus on integrating professional ethics and application of other SPED coursework to D/HH students. It also will focus on team-building with Educational Interpreter students to reflect current practice in mutually supporting the success and addressing the needs of D/HH students.

The practicum will be a 2-hour class offered during the spring and fall prior to the students' student teaching with up to 90 hours of practicum work as determined by concurrent SPED coursework (e.g., SPED 43020—Assessment, SPED 43030 or 43031—Classroom Behavior Management I or II. The program will eliminate the prior 1-hour practicum requirements associated with several Deaf Education courses separately in order to better integrate, support, and supervise the variety of field

and practicum assignments that are required through program coursework. Currently, an adjunct faculty person has been placing and supervising the students on a per-person fee basis. Hereafter, the adjunct faculty person will supervise the placements and provide the instructional activities and supervision with placements being made through the Clinical Experiences Office.

3. All deaf education majors were held to requirements to complete all methods courses at a B or better, beginning in 2000. This appears to have been lost from program sheets and will be re-instituted using a B- standard, to reflect current +/- grading policies. Current program requirements sheets also list ASL I & II as requiring a B or better, but not ASL III or IV. The following courses will be identified as requiring a B- or better grade to increase the consistency of this standard:
 - a. SPED/ASL 29202 (ASL IV)
 - b. SPED 43309: Intro to Deaf Studies
 - c. SPED 43310: Language Development for DHH Students
 - d. SPED 43313: Literacy Assessment and Intervention for DHH Students
 - e. SPED 43324: Curriculum Methods for DHH Students
 - f. SPED 43311: Instruction of DHH Students with Special Needs

The B- or better requirement is being implemented through identified prerequisites within the next course/s in the program sequence.

4. The catalog will be revised to reflect these changes and updated (new name for the required sign language test: Sign Language Proficiency Interview-SLPI changed from SCPI) and will add requirements that all students must successfully complete all NCATE assessments prior to student teaching.

Groups Consulted for Approval

The Special Education Program approved of all curricular changes on April 23, 2008. The EFSS Curriculum Committee approved all curricular changes on April 30, 2008. The changes incur no encroachment issues and have been offered similarly for the past several years.

Fiscal Impact

There will be no fiscal impact in implementing these changes.