

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: New degree\*, New major\*, New curriculum\*, New concentration\*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain\*\*)

Substantive Course Changes

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education, Other (explain\*\*)

Misc. Course Changes

- Misc. Course Changes checkboxes: Title, Description, Deletion, Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Master of Arts in Special Education, Clinical Teacher Option

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No Yes

c. Repeatable for credit: No Yes

d. Mandatory credit/no credit: No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture 2. Lab or discussion 3. Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Handwritten signature

Date

10/13/15

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* Approve Disapprove

Chair, GSC/USC

Date

\*  Approve  Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

We propose to add Autism as specialization in our Master of Arts in Special Education, *Clinical Teacher Option*. We also seek to change some language in the catalog describing our special education credentialing areas in current professional terms.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

According to the Center for Disease Control (CDC), 1 in 68 children (1 in 42 boys) will be diagnosed with Autism Spectrum Disorder (ASD). Given the rise in prevalence in Autism Spectrum Disorder (ASD), there is an acute demand for highly qualified special education teachers and practitioners to meet the needs of K-12 students with ASD. This concentration is designed to provide knowledge and skills in competencies required to work effectively with individuals with autism in educational settings. The proposed curriculum will address the shortage of qualified and credentialed special education personnel on local, state, and national levels. We will continue to maintain our existing specialization options, including Cognitive Impairment, Emotional Impairment, and Learning Disabilities.

In 2013, WMU approved the addition of an Autism specialization in our Master of Arts in Special Education, *Master Teacher Option*. We received authorization to offer this endorsement from the Michigan Department of Education last year. During the application process, MDE required us to apply for the autism endorsement as an initial special education endorsement for a teacher AND as a secondary endorsement for a special education teacher. Our Master of Arts in Special Education, *Master Teacher Option*, is designed for teachers holding a baccalaureate degree in special education who seek an additional endorsement in autism and a masters degree. Our Master of Arts in Special Education, *Clinical Teacher Option* is appropriate for general education teachers, such as elementary education, who seek an initial special education credential as well as a masters degree.

Because the MDE process required it necessary to add both credentials, we requested both at time of application. Now we seek to add the option to our curricular offerings at WMU.

We will continue to maintain our existing specialization options, including Cognitive Impairment, Emotional Impairment, and Learning Disabilities. A change we seek in the catalog is to move from dated language such as Emotionally Impaired, Learning Disabled, and Cognitively Impaired to person-first language, i.e., Emotional Impairment, Learning Disabilities, and Cognitive Impairment.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The Master of Arts, *Master Teacher Option*, previously approved, was developed in collaboration with members of the Behavior Analysis Program from the WMU Psychology Department. This proposal expands the teacher credential offerings of the Special Education program. The Psychology Department currently offer several courses needed for special education teachers to earn an autism specialization. They have two faculty members who hold teaching credentials in special education, i.e., Drs. Stephanie Peterson and Jessica Frieder. Three additional faculty contribute to the field of autism through implementation of school-based field experiences and professional publications and presentations, i.e., Drs. R. Wayne Fuqua, Richard Malott, and Alan Poling. Furthermore, Drs. Fuqua and Peterson recently received XX from the Michigan Department of Health and Human Services to start an Autism Center of Excellence at Western Michigan University.

This program does not duplicate any existing program at WMU. The autism specializations offered

through the Psychology Department prepare students to sit for the Board Certified Behavior Analyst exam rather than a teaching credential.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

**Addition of the Autism option will expand our department's offerings. As stated, the incidence of autism in the general population has increased markedly in the last 20 years. Adding an Autism specialization to our Master of Arts Clinical Teacher option will complement our existing programs and address a need in our local community and state.**

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

**This proposal would have no effect on enrolled students. It will offer an option to general education teachers seeking an autism teaching credential. Changing the dated language in our catalog copy will have a small but beneficial effect for our current and future students.**

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

**We expect high demand for this program. We are led to expect great interest in this program for a number of reasons. First, the incidence of autism is increasing. Second, local special education leaders have requested that we add this specialization for the past several years. As commonly indicated in the popular press, there is a shortage of special education teachers across the United States, and in particular, teachers prepared to meet the needs of students with autism are in particularly short supply. In Michigan, the number one area of teacher shortage in special education is in the area of autism.**

**Offering a collaborative program in Autism with the Psychology Department at WMU is of great potential benefit to prospective students and children in our community. The Psychology Department has received numerous accolades for their Behavior Analysis Program. The National Professional Development Center on Autism Spectrum Disorders lists 24 evidence-based treatments for children and youth with autism. Twenty-two of the 24 strategies are derived in part or in whole from behavior analysis. Combining principles of applied behavior analysis with foundations of special education will result in a high-quality program.**

**Changing the dated language in our catalog copy will have a small but beneficial effect for our current and future students.**

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

**As mentioned, with agreement from the Department of Psychology, we are using some of their existing courses in the creation of our autism specialization. When we submitted the request to add an autism specialization in 2012, all coursework necessary to add this endorsement was added. Therefore, no new coursework will be required. Regarding faculty resources, we hired Dr. Kelly Schaffer, an expert in autism spectrum disorder in 2014. Due to family circumstances, Dr. Schaffer resigned her tenure-line position in June 2015. We need to replace Dr. Schaffer to support the existing autism program as well as this new endorsement.**

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) **NA**
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

**Learning outcomes for students seeking the Autism specialization as part of their Master of Arts, Clinical Teacher program will be as follows:**

1. Students will have the knowledge and skills to implement a variety of evidence-based interventions for children and youth with autism spectrum disorders, including discrete trials training, naturalistic intervention, social competency interventions, functional communication training and other language interventions, and peer- and parent-managed interventions.
  2. Students will have knowledge of current issues in the field of autism.
  3. Students will provide effective assessment and instruction of academic skills to learners with autism.
  4. Students will develop professional competencies that allow them to work effectively with families.
  5. Have knowledge of legal issues in the field of autism.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

**As indicated previously, there are shortages of teachers endorsed to teach autism in Michigan and across the country. Through assessment activities in the special education program as well as input from WMU university leaders, e.g., President Dunn, we have determined that addition of an Autism specialization to our Master of Arts program in Special Education will be of great benefit.**

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

## Existing Catalog Copy

### Master Teacher Option

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This option is designed for persons who have special education certification and who plan to remain directly involved with students with disabilities in an instructional capacity or who plan to pursue advanced graduate preparation beyond the master's degree. Additional special education teaching endorsements or concentrations that can be earned through this option are Autism, Behavioral Specialist, Emotional Impairment, Learning Disabilities, Cognitive Impairment, and Visual Impairment.

#### *Prerequisites*

1. Michigan Teaching Certificate or equivalent
2. Endorsement or other teaching credential in at least one area of Special Education or related area
3. Admission by Department of Special Education and Literacy Studies

### Clinical Teacher Option

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This option is available to certified teachers seeking a master's degree and an initial endorsement in one of the following areas of special education: Emotionally Impaired, Learning Disabled, or Cognitively Impaired.

#### *Prerequisites*

1. Michigan Teaching Certificate or equivalent
2. Admission by Department of Special Education and Literacy Studies

## Proposed Catalog Copy

### Master Teacher Option

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1. Michigan Teaching Certificate or equivalent
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