

Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
 P.O. Box 30008, Lansing, Michigan 48909
 Phone: (517) 335-4610 *** Fax: (517) 373-0542

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the unit head.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified on Application Attachment 1.

I. Application Information	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	SV
Date of this Application	January 16,2008
Name and Title of Unit Head	Vernon Polite, Ph.D
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Sally Burton-Hoyle, Ed.D
Contact Person's Phone Number	734-487-3300
Contact Person's Fax Number	734-487-2473
Contact Person's E-Mail Address	sburtonh@emich.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	New masters of arts program in ASD
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	NA
Compliance with State Board of Education new or modified program criteria	Yes
Experimental program	NA
Program amendment (See Section IX for guidelines)	

IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Sally Burton-Hoyle	Autism	128 P Porter Building Eastern Michigan University Ypsilanti, Michigan 48197	sburtonh@emich.edu	734-487-7120 ext.2654	734-487-2473
Bill Cupples	Autism/SLI	128 D Porter Building Eastern Michigan University Ypsilanti, Michigan 48197	wcupples@emich.edu	734-487-7120, ext.2674	734-487-2473
Derrick Fries	Autism/Cognitive Impairment	128 Porter Building Eastern Michigan University Ypsilanti, Michigan 48197	dfries@emich.edu	734-487-3300	734-487-2473

V. Program Information

Program Summary	<p>Prepare a program narrative (5-6 page maximum) which:</p> <ul style="list-style-type: none"> • Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the unit. • Describes the sequence of courses and/or experiences to develop an understanding of the structures, skills, core concepts, ideas, values, facts, methods of inquiry, and uses of technology. • Describes how candidates are prepared to utilize a variety of instructional approaches to address the various learning styles of candidates. • Describes any differences that may exist between elementary or secondary
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	<p>preparation to teach in each major or minor area (e.g., instructional resources, field placements, instructional techniques), if applicable.</p> <ul style="list-style-type: none"> • Describes how the program incorporates gender equity, multi-cultural, and global perspectives into the teaching of the subject area. • Describes how the program prepares candidates to use multiple methods of assessment appropriate to this specialty area.
Program Coursework	<p>Complete Application Attachment 3 showing the required and elective courses for this program. This list should include the following information.</p> <ul style="list-style-type: none"> • Contact person for specialty program. • Course title and number. • Number of semester hours for required and elective courses. • Designation for elementary, secondary, or K-12 certification. • Course descriptions. <p>Please refer to the Quick Reference Chart at http://www.michigan.gov/documents/MinimumRequiredHoursSpecialty-AreaProgramA21931_74344_7.PDF for available program options and required semester hour minimums.</p>

V Program Information

The Department of Special Education is proposing a new graduate program in Autism Spectrum Disorders, culminating in the award of the Master of Arts degree. The new program will begin with the winter 2008 semester. The focus of the Master of Arts in Autism Spectrum Disorders is on the preparation of highly qualified special education teachers and practitioners to meet the needs of PreK-12 candidates with Autism Spectrum Disorders. This program is designed to address the ongoing shortage of qualified and credentialed special education personnel in the state of Michigan and across the rest of the nation. The proposed program maintains a structure similar to the other established Master of Arts degree programs in the department, containing a Core Course component, a Research component, and a Program Area component. The total number of graduate credit hours for degree completion is 39. The program will be delivered through a variety of approaches to include classroom lecture/discussion instruction, hybrid online coursework, weekend or week-long institutes and directed field experiences in PreK-Grade 12 school and community programs serving students with ASD. The Master of Arts in Autism Spectrum Disorders will prepare special education and related personnel to work effectively with candidates, families and community services that may be required lifelong for many PreK-Grade 12 students with ASD. **This program is an advance endorsement for candidates with a special education teaching endorsement.** Graduates of the program will demonstrate the knowledge and skills necessary to design implement and evaluate evidence-based practices, delivery systems, and services for PreK-Grade 12 students with ASD and their families and caregivers.

Philosophy and Mission of the Department of Special Education

The mission of the Department of Special Education is to create an exemplary educational environment to facilitate the acquisition of knowledge and skills and to encourage the intellectual curiosity and creativity of its candidates. Candidates will be prepared as professionals who deliver habilitative/rehabilitative service to persons with special needs and their families.

Graduates of the Department of Special Education will provide leadership for the profession in the 21st century.

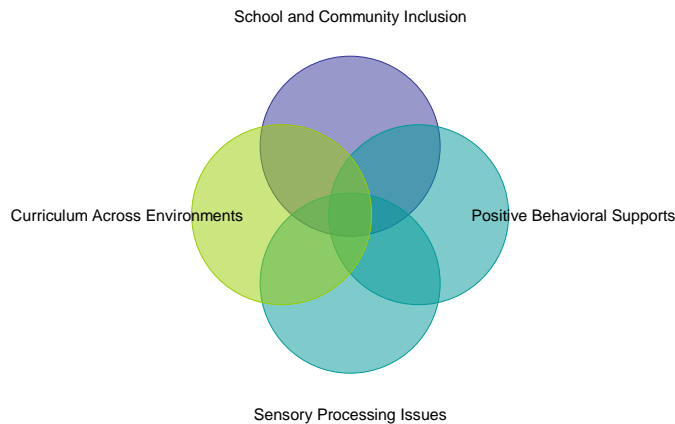
Philosophy and Mission of the ASD Program

The Mission of the proposed Master of Arts in ASD parallels the department’s mission by supporting the delivery of graduate-level instructional experiences which increase the knowledge of special education teachers and related service providers of PreK-Grade 12 candidates with ASD and their families ensuring that individuals with ASD can be full participants in the community for school, work and life.

Program Summary

Core Components of Program

The curriculum of the program will be organized to address four key components outlined in the rules of the Michigan Department of Education (MDE), State Board of Education, Special Education Programs and Services adopted in May of 2005. These four components are School and Community Inclusion, Positive Behavioral Supports, Sensory Processing Issues and Curriculum across Environments.



Objectives of Program

In keeping with the department’s belief that all graduate (and undergraduate) programs be designed to meet national and state approval and accreditation(s), the proposed Master of Arts in ASD is developed to reflect the administrative rules for ASD adopted by MDE in May of 2005. Upon completion of the program candidates will be able to:

1. Describe the identification and classification, etiology, diagnosis, range, and

characteristics of ASD, for example, learning characteristics, sensory integration patterns, and medications commonly used.

2. Describe the role of language and communication including traits, characteristics, and interventions related to ASD, for example, pragmatic functions of communication and language such as the relationships of communication, language, behavior, and social skills; expressive and receptive language development and patterns; effects of medication on language; developing communication systems such as alternative and augmentative communication systems and assistive technology across environments.

3. Implement the use of behavioral supports and intervention: behavior as communication; sensory needs and impact on behavior: team-based behavior assessments, intervention, and evaluation; design environments for preventing sensory overload; facilitate the use of developmentally appropriate behavior such as coping and self-regulating behavior.

4. Assess, teach, and modify instruction and curricula for candidates with ASD related to all of the following:

(a.) Because Autism is a spectrum disorder, candidates will be prepared to utilize a wide variety of instructional approaches that meet the student's needs which will include adapting and modifying the general education curriculum and to align and adapt the student's program with the general education curriculum.

(b) Development of practicums and other educational experiences so that candidates may learn appropriate instructional approaches for students with ASD.

(c.) Use a range of curriculum guides to assist with identifying functional goals.

(d.) Employ current formal and informal assessment instruments using multiple methods of assessment and approaches, intervention methodologies, strategies, and techniques and consistently link assessment outcomes to curriculum planning.

(e) Employ evidence-based intervention models and universal design for learning strategies as appropriate, including visual supports, and the use of behavior as communication, as well as other evidence-based practices.

(f) Understand and use various data keeping systems to record progress and evaluate intervention and display that data graphically.

(g.) Implement positive behavioral support designs to define and measure behavior change.

(h) Infuse instructional and assistive technologies across the curriculum as appropriate.

5. Use creative problem solving, conflict management and mediation strategies to collaborate with parents and service providers, including paraprofessionals, in educational settings, both public and private, and specific agencies that support candidates with ASD. A focus on gender equity, multicultural and the development of a global perspective into the issues of candidates with ASD and their families face will be central to this objective.

6. Discuss the impact of the legal system, socioeconomic factors, and mental health disorders, resources for independent living, recreation, and vocational education on the lives and behavior of candidates with ASD and their families.

7. Discuss issues related to autism spectrum disorder theory, research, and policy, including definition and identification; legislation and regulations; pre-referral, referral and placement; instruction and assessment of educational progress for students with autism spectrum disorder, and collaboration with general education teachers, families, and allied service providers.

The objectives of this program meet the Department of Special Education mission as stated in the last program review. In that review the Department described a comprehensive list of program majors and teaching endorsements to train future teachers in all areas of special education as defined by the MDE (cognitive impairment, emotional impairment, hearing impairment, learning disability, physical and other health impairment, speech and language impairment and visual impairment). Missing from this list of programs approved by the MDE is a program for children and adolescents with ASD. With the launch of this program the Department at EMU will offer a full range of special education programs to meet all the areas of special education approved by the MDE.

Program Coursework

The administrative rules of the MDE (R 340.1799, 340.1781 and 340.1782) specify that the program in ASD must include a minimum of 30 semester hours “distributed to prioritize preparation... in assessing, teaching and modifying instruction for students with ASD”. To meet this standard and the objectives listed above, the Master of Arts in ASD will contain the following courses distributed across the three component areas of Core Course Component, Research Component, and Program Area Component.

Core Component - The following courses constitute the departmental core and as such are required by other Master of Arts degree programs within the department:

- SPGN 615 Social Psychology of Disability: Family, School and Society (3 hours)
- SPGN 621 Law and Public Policy for Individuals with Disabilities (3 hours)
- SPGN 632 Models and Skills for Special Education and General Education Collaboration (2 hours)
- SPLI 678, Assessment and Advanced Diagnostic Prescriptive Programming for Candidates with Disabilities (4 hours)

Total Core Component: 12 Credit Hours

Course Sequence for Autism Spectrum Disorders

Research Component – The following courses constitute the Research component of the degree program:

- SPAI 640 Positive Behavioral Supports in Universal Designs for Learning (3 hours)
NEW
- SPGN 699 Independent Study: Capstone Research Project (3 hours)

Total Research Component: 6 Credit Hours

Concentration – The following courses constitute the area of Concentration in ASD:

- SPAI 620 Dimensions of ASD (3 hours)
- SPAI 630 Current Issues in Assessment and Intervention in ASD (3 hours) NEW
- SPAI 635 Language and Communication in ASD (3 hours)
- SPAI 640 Principles of PBS in Universal Design (3hours)
- SPAI 645 Curriculum and Instructional Strategies in ASD (3 hours)
- SPAI 650 Visual Supports and Literacy in ASD (3 hours)
- SPAI 660 ASD and Sensory Processing (2 hours)
- SPAI 693 Practicum in ASD (4 hours)
- SPGN 699 Capstone research project in ASD

Total Concentration: 27Credit Hours

NOTE: The MDE requires that any advanced endorsement be comprised of at least 18 credit hours including a practicum course.

VI. Content Guidelines/Standards Matrix

Complete the Content Guidelines/Standards Matrix (a sample format is provided in Application Attachment 4); appropriate program standards must be selected for each program:

- Standards approved by the Michigan State Board of Education (SBE) can be found in matrix format at http://www.michigan.gov/mde/0,1607,7-140-5234_5683_6368-24835--,00.html
- A list of standards to use for each specialty program can be found at http://www.michigan.gov/documents/Standards_to_use_for_Approval_of_Each_Specialty_Program_11_109415_7.04C44693_A74354.doc

VII. Supporting Documentation

Field Experiences	<ul style="list-style-type: none">• Describe how candidates for majors and minors in specific specialty programs participate in early field experiences in K-12 schools.• Describe aspects of the student teaching experience for certification candidates that enhance the applicants' abilities to teach in this specific specialty area. Are candidates in your institution assigned to K-12 classrooms as student teachers in both their major and minor (if applicable)?
Instructional	<ul style="list-style-type: none">• Describe how candidates are prepared to teach in this specific specialty area.

Methods	
Course Descriptions	<ul style="list-style-type: none"> • Provide descriptions of all courses contained on Application Attachment 3. Descriptions must provide enough information to show that standards could logically be met in these courses.
Syllabi	<ul style="list-style-type: none"> • Provide a representative syllabus for each required course (those listed on Application Attachment 3 and referenced in the standards matrix).
Faculty	<ul style="list-style-type: none"> • Please complete the <i>Instructional Faculty</i> table from Application Attachment 5. • Include all faculty teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream. • List additional faculty positions that will be added if this program is approved.
Technology	<ul style="list-style-type: none"> • Describe how this program will utilize technological resources.
Vocational Work Experience	<ul style="list-style-type: none"> • If applicable, please describe the structure and content of the required vocational work experience program. How is this evaluated?

VII. Supporting Documentation

Field Experiences

Field experiences are a major source of data collection for both the EMU candidate and their supervisor to apply knowledge, skills and professional dispositions in classrooms and schools. Incoming candidates to the ASD program will enter with a valid teaching certificate in an endorsed area of special education and will thus have experience in the classroom through previous student teaching and other classroom experiences. Because this is an additional endorsement, candidates will have already completed an undergraduate student teaching experience both in general education and in special education. The field experiences will support the application of newly acquired information regarding ASD, and all course activities will reflect the rigor of EMU's program. Our candidates will have ample opportunity to learn and benefit from their field experience in that the student will carry out assignments for courses. Knowledge and skills of the candidate's responsiveness to diversity will be evaluated through success in activities such as lesson planning, and overall comprehension of gender, race and world cultural issues.

The Department of Special Education at Eastern Michigan University will provide candidates with opportunities to gain experience in real classroom settings with students with ASD. Borrowing from the old adage that practice makes perfect, candidates are able to hone their teaching skills throughout the master's program in ASD. Also, field experience opportunities are offered throughout other SPAI coursework which will provide opportunities for candidates to increase their skills, competence, and confidence.

Candidates specializing in Autism Spectrum Disorders are required to complete SPAI 693.

Candidates who complete the practicum will:

- Demonstrate their knowledge and skills in the classroom

- Participate in ongoing professional dialogue with their University supervisor
- Collaborate with teachers other than their cooperating teacher
- Complete a portfolio that reflects a wide variety of experiences within the classroom and greater school community that are consistent with university requirements
- Demonstrate the ability to conduct action research in the classroom setting
- Be prepared to meet the competencies associated with the licensure standards as determined by MDE

Field experiences through SPAI 693 will include placements in PreGrade-K12 classrooms which have students with the educational label of ASD. Because autism is a spectrum disorder, classroom placement will include a variety of levels of student needs which will reflect from low to high need. Educational settings may range from general education classrooms that are co-taught with special education teachers to self-contained classrooms.

EMU candidates will have opportunities to utilize a variety of instructional approaches due to the wide variety of students and their skills and deficits. Persons with ASD learn through many different instructional approaches, such as layering, adapted and modified curriculum as well as other instructional approaches used by the individual school district such as TEACCH, PECs or any of the other evidence based educational interventions used today. Additionally, the use of visual supports and assistive technology will be addressed through several SPAI courses.

Additionally, EMU candidates will participate in multiple methods of assessment that are used in various school districts according to the child's age, grade and disability level.

VIII. Experimental Program Description (Rule 53) NA	
Program Purpose	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <p>EMU's program will not involve experimentation and therefore this section does not apply.</p> <ul style="list-style-type: none"> • Employer Needs/Student Aspirations. • National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program). • The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.
Program Design	<ul style="list-style-type: none"> • The hypothesis being tested. • The design of the program (including all courses). • Control and experimental groupings. • Assessment and evaluation instruments and techniques.
Program Duration	<p>Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.</p>

IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs
<p>If the amendment is very minor (e.g., change in a course number(s), change in course sequence, minor modification to a course, etc.) and does not affect how the program standards are met, the amendment may be described in a letter to the Office of Professional Preparation Services. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation. Once approved, the description of the amendment will be attached to the program application that is currently on file.</p> <p>If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)</p>

Contact Information for Program Review Consultants

ALL communication regarding the approval of specialty programs should be addressed to the following individuals according to content area:

Bonnie Rockafellow 517-373-7861 rockafellowb@michigan.gov	Steven Stegink 517-241-4945 SteginkS@michigan.gov	Sue Wittick 517-241-0172 witticks@michigan.gov
All bilingual education	All science programs	All business education
All English language arts	Computer Science	All social studies & social science
All humanities	Environmental Studies	All vocational
All world languages	Guidance & Counseling	Agricultural Education
Dance	Health	Educational Technology
Early Childhood Education	Middle Level	Family & Consumer Sciences
Elementary	Mathematics	Fine Arts
English as a Second Language	Physical Education	Library Media
Music	Recreation	Industrial Technology
	School Psychologist	Visual Arts Education
	Special Education	

~~Proposal 3~~ Michigan Department of Education Endorsement Areas and Codes

Click to view the current Michigan Department of Education Endorsement Areas and Codes:

[Endorsement Areas and Codes](#)

Summary of Course Requirements for Specialty Program

Institution: Eastern Michigan University

Date: January 16,
2008

Specialty Program: Autism Spectrum Disorders

Program Standards: NCATE

Standards Date: Accredited
through
2009

CEC does not currently have
standards in the area of ASD

Program Contact Person(s): Sally Burton-Hoyle, Ed.D

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
			Major	Minor	Major	Minor		
Curriculum and Instructional Strategies in ASD	SPAI 645	3						x
Visual supports and Literacy in ASD	SPAI 650	3						X
Positive Behavioral Supports in Universal Design for Learning	SPAI 640	3						X
Current issues in Assessment and Intervention in ASD	SPAI 630	3						x
Dimension of Autism	SPAI	3						X

Spectrum Disorders	620							
Language and Communication in ASD	SPAI 635	3						X
ASD and Sensory Processing	SPAI 660	2						X
Practicum in ASD	SPAI 693	4						X
Capstone Research Project in ASD	SPGN 699	3						x
Total number of SEMESTER HOURS required for each option offered: * If the institution assigns a different type of credit, please convert to semester hours.								27

Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

Matrix of Program Objectives and Courses Meeting Program Objectives:

The following table presents the objectives developed for the program and the courses that will meet program objectives.

Program Objective #	Courses meeting objective:
1.	SPAI- 620, 630, 645, 660
2.	SPAI- 620, 635, 650
3.	SPGN-699, SPAI- 630, 635, 640, 645, 660, 693

4.	SPGN- 632, 699, SPLI-678, SPAI- 630, 635, 660, 693
5.	SPGN- 615, 621, 632, SPLI-678, SPAI- 640, 645, 650, 693
6.	SPGN- 615, 621, 632
7.	SPGN 615, 621, 632, 699, SPAI- 620, 630, 645, 693

This program will assure graduate-level study by adopting the following instructional guidelines:

1. Candidates will meet the requirements for admission to Graduate Studies at EMU.
2. Candidates will meet the admission requirements for graduate programs in the Department of Special Education.
3. Enrollment will be restricted to candidates who are fully admitted to graduate programs in the Department of Special Education.
4. Courses will be delivered in a combination of formats, including classroom lecture/discussion, hybrid online, summer institutes and weekend/evening seminars.
5. All courses will encourage critical analysis and synthesis to integrate current evidence-based research into assessment and intervention strategies.
6. The objectives of SPAI 640 will help candidates acquire skills to design individualized positive behavioral support interventions, enabling them to meet the requirements of the University Human Subjects Review Committee to investigate the efficacy of assessment and intervention strategies for PreK – Grade 12 candidates with ASD.
7. Candidates will complete a capstone research project where they will implement and evaluate a positive behavioral support plan to investigate the impact of selected research-based intervention strategies and approaches on individual candidates with ASD.

Application Attachment 4

Content Guidelines/Standards Matrix Sample

College University Eastern Michigan University Code SV

Source of Guidelines/Standards _____ Program/Subject Area Autism Spectrum Disorders

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are

met. If electives are included, they should be clearly indicated. The size of the cells may be adjusted, as needed.

#	Guideline/Standard	Narrative Explaining How Required Courses and/or Experiences Fulfill the Standards	
1 2		Elementary	
		Major:	Minor:
		Secondary	
		Major:	Minor:
		K-12	
		Major: SPAI 620,630,645,660 620, 635, 650	

Instructional Faculty

Institution: Eastern Michigan University

Date: 1/16/08

Specialty Program: Autism Spectrum Disorder

Certification/Endorsement CODE: SV

Please include all faculty teaching the courses shown on the *Summary of Course Requirements for Specialty Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
SPAI 620, 640, 650 660 699	Sally Burton-Hoyle	Ed.D	Conferences, Readings, ASD Course Development and research into course content	Yes	ASM Lipinski Award, 2007, Professional of the year	MDE ASD MTTC Criteria, Farmington Hills Public Schools
SPAI 630	Luke Tsai	M.D.	Author of several books, presenter at international conferences	Yes		
SPAI 635 699	Bill Cupples	Ph.D	Conferences: ASHA 2004, 2006, OAR, 2007 DIR/Floortime, 2006 ASD-Single-	Yes Yes	EMU Holman Learning Center Award: Outstanding Teaching Oakland County	Livingston Educational Services Agency North Central

SPAI 640 645 699	Derrick Fries	Ph.D	subject Research Study Michigan Merit Curriculum/EMU Provost Research Grant	Past K-12 Special Education and Curriculum Director	Teacher of the Year MAMSE Principal of the Year 2001	ISSAC New Horizons

