SECTION: 18
DATE:
April 22, 2016

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a new Academic Program: Special Education Major K-12-Learning Disabilities Endorsement

SUMMARY

Learning disabilities are neurologically based disabilities causing persons to process information differently. These processing deficits may impact a person's ability to master various academic skills, including: basic reading skills, reading fluency, reading comprehension, written expression, math calculation, math problem solving skills, oral expression and listening comprehension. Students with learning disabilities are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards.

The proposed Special Education Major (K-12) Learning Disabilities endorsement program is based on the belief that teachers with a learning disabilities endorsement need a firm grounding in the theory of learning disabilities and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality.

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement individual education programs, based on a strong theoretical understanding of the nature of learning disabilities.

FISCAL IMPLICATIONS

Program costs will be absorbed with the current Academic Affairs budget

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

[redacted]

University Executive Officer

3/31/16

Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

OUTLINE FOR SUBMITTING PROPOSALS FOR NEW DEGREE PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate majors. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: SPECIAL EDUCATION MAJOR K-12 LEARNING DISABILITIES ENDORSEMENT - SECONDARY AND SPECIAL EDUCATION MAJOR K-12 LEARNING DISABILITIES ENDORSEMENT - ELEMENTARY

DEGREE: B.S. **REQUESTED START DATE** FALL 2016

DEPARTMENT(S)/SCHOOL(S): SPECIAL EDUCATION **COLLEGE(S):** EDUCATION

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CONTACT EMAIL: DWINTER1@EMICH.EDU

I. Description:

A. Goals, Objectives, Student Learning Outcomes

1. State the general philosophy and intent of the proposed program.

Learning disabilities are neurologically based disabilities causing persons to process information differently. Processing deficits may include deficits in input, central processing, and/or output and may involve various cognitive processes, such as memory, attention, language, visual and auditory perception, visual-motor integration and graphomotor skills. These processing deficits may impact a person's ability to master various academic skills, including: basic reading skills, reading fluency, reading comprehension, written expression, math calculation, math problem solving skills, oral expression and listening comprehension. Students with learning disabilities are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards.

Special education services for students with learning disabilities involve both remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in academic areas and the development of accommodations and modifications for general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The proposed Special Education Major (K-12) Learning Disabilities endorsement program is based on the belief that teachers with a learning disabilities endorsement need a firm grounding in the theory of learning disabilities and an ability to use that theory to develop individual programs for students, meeting their specific needs. This will be accomplished by a curriculum requiring a rigorous understanding of the theory of learning, from a neurological perspective, coupled with strong field experiences connecting theory to reality. Emphasis will be on developing individual student profiles that involve assessment and analysis of both academic and processing skills, as well as developing a wide repertoire of strategies for direct

Upon graduation, students will be competent to assess, analyze assessment data and develop and implement individual education programs, based on a strong theoretical understanding of the nature of learning disabilities.

2. List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.

The Special Education Major (K-12) Learning Disabilities Endorsement program has the following goals, objectives, and student learning outcomes:

1. Students will articulate and apply the theoretical and practical definition and characteristics of learning disabilities.
    a. The identification of learning disabilities, including
        i. the etiology and characteristics of learning disabilities – sociocultural, linguistic, and environmental factors influencing identification
        ii. the relationship between learning disabilities and other commonly associated conditions
    b. The common manifestations of learning disabilities across the age span, including
        i. issues of strategic performance and self-determination in older students
        ii. the interplay between cognition and psychosocial functioning
    c. Assessing, teaching and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following
        iii. managing and monitoring the social, emotional and behavioral needs of students with learning disabilities in a variety of group settings
    d. Issues related to learning disabilities theory, research and policy, including
        iv. definition and identification
        v. legislation and regulations
        vi. pre-referral, referral and placement
        vii. instruction and assessment of educational progress for students with learning disabilities
        viii. collaboration with general education teachers, families and allied service providers
2. Students will integrate historical, theoretical, and legal perspectives of learning disabilities.
    a. The identification of learning disabilities, including
        i. the relationship between learning disabilities and other commonly associated conditions
    b. The common manifestations of learning disabilities across the age span, including
        ii. problems with academic performance in literacy, math and content areas across the K-12 spectrum
    c. Assessing, teaching and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following

iii. adapting and modifying general education curricula, pedagogic approaches and learning environments for students with learning disabilities

d. Issues related to learning disabilities theory, research and policy, including

iv. definition and identification
v. legislation and regulations
vi. pre-referral, referral and placement
vii. instruction and assessment of educational progress for students with learning disabilities
viii. collaboration with general education teachers, families and allied service providers

3. Students will use a variety of assessment strategies to identify students with learning disabilities, develop appropriate instructional programs, and monitor student progress.

a. The identification of learning disabilities including

i. diagnostic principles and practices
ii. sociocultural, linguistic and environmental factors influencing identification

b. The common manifestations of learning disabilities across the age span, including

i. challenges in meeting developmental milestones in the preschool years
ii. problems with academic performance in literacy, math and content areas across the K-12 spectrum.

c. Assessing, teaching and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following

i. administering and adapting formal and informal assessment methods for the purpose of
    1. instructional planning
ii. developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with learning disabilities, including
    1. career/transition programs
    2. access to adult role models
    3. use of assistive technology
iii. fostering competency in the areas of
    1. reading (word recognition and comprehension)
    2. writing (text composition and revision, grammar, spelling and legibility
    3. mathematical reasoning and calculation
    4. listening
    5. speaking
iv. fostering
    1. study skills and test-taking skills
    2. self-management
    3. problem solving
    4. reasoning
    5. coping skills

6. self-determination

d. Issues related to learning disabilities theory, research and policy, including

i. definition and identification
ii. legislation and regulations
iii. pre-referral, referral and placement
iv. instruction and assessment of educational progress for students with learning disabilities
v. collaboration with general education teachers, families and allied service providers

4. Students will develop and apply instructional strategies and accommodations appropriate for each student with learning disabilities.

a. The common manifestations of learning disabilities across the age span, including

i. challenges in meeting developmental milestones in the preschool years
ii. problems with academic performance in literacy, math and content areas across the K-12 spectrum
iii. issues of strategic performance and self-determination in older students

b. Assessing, teaching and modifying instruction and curricula for students with learning disabilities across the K-12 continuum related to all of the following

i. administering and adapting formal and informal assessment methods for the purpose of
1. instructional planning
ii. developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with learning disabilities, including
1. career/transition programs
2. access to adult role models
3. use of assistive technology
iii. fostering competency in the areas of
1. reading (word recognition and comprehension)
2. writing (text composition and revision, grammar, spelling and legibility
3. mathematical reasoning and calculation
4. listening
5. speaking
iv. fostering
1. study skills and test-taking skills
2. self-management
3. problem solving
4. reasoning
5. coping skills
6. self-determination
v. managing and monitoring the social, emotional and behavioral needs of students with learning disabilities in a variety of group settings

5. Students will demonstrate the ability to collaborate with families, school personnel, and community service providers regarding referral, programming, placement, intervention, and resources for students with learning disabilities.
    a. Administering and adapting formal and informal assessment methods for the purposes of
        i. communicating assessment results to students, their families and other professionals
        ii. adapting and modifying general education curricula, pedagogical approaches and learning environments for students with learning disabilities
    b. Issues related to learning disabilities theory, research and policy, including
        i. definition and identification
        ii. legislation and regulations
        iii. pre-referral, referral and placement
        iv. instruction and assessment of educational progress for students with learning disabilities
        v. collaboration with general education teachers, families and allied service providers
6. Students will demonstrate the competency in the subject matter knowledge in all subareas as outlined within the program endorsement standards for teachers of students with learning disabilities.
    a. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with learning disabilities, including
        i. career/ transition programs
        ii. access to adult role models
        iii. use of assistive technology
        iv. fostering competency in the areas of
            1. reading (word recognition and comprehension)
            2. writing (text composition and revision, grammar, spelling and legibility
            3. mathematical reasoning and calculation
            4. listening
            5. speaking
        v. fostering
            1. study skills and test-taking skills
            2. self-management
            3. problem solving
            4. reasoning
            5. coping skills
            6. self-determination

3. How do stated goals, objectives, and student learning outcomes reflect current department/school, college and divisional goals and university strategic planning directions?

The Learning Disabilities Program Area at Eastern Michigan University (EMU) views our goals, objectives and student learning outcomes as an extension of the EMU's College of Education's (COE) mission, goals and student outcomes and dispositions and EMU's strategic planning directions:

- COE MISSION: To create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society.

- COE GOAL STATEMENT: The overriding goal of all of our education programs at EMU is to help candidates become caring, knowledgeable, and reflective professionals who support the twin goals of diversity and democracy in schools and society.

- COE STUDENT OUTCOMES:
  Professional educators:
  I. are committed to all students' learning within supportive leaning communities. They are student focused and persistent in pursuing high and appropriate expectations for all students.
  II. are knowledgeable regarding content, pedagogy and educational technologies.
  III. are reflective in their practice.
  IV. demonstrate professional dispositions and communicative skills.
  V. celebrate diversity in schools and communities. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving within communities.

- COE STUDENT DISPOSITIONS:

  Professional educators demonstrate
  I. professional ethics,
  II. collaboration,
  III. commitment to diversity,
  IV. commitment to teaching,
  V. emotional maturity,
  VI. initiative,
  VII. responsibility, responsiveness to feedback, and
  VIII. self-reflection.

- EMU STRATEGIC PLANNING DIRECTIONS:

  Eastern Michigan University seeks to achieve its missions through six strategic directions:
  - Excellent Undergraduate Education
  - Excellent Graduate Education
  - Community Engagement
  - Diversity
  - Multiculturalism
  - Continuous Improvement

B. Program

Completion of the Special Education Major K-12 Learning Disabilities Endorsement, within the context of other program requirements, qualifies students for recommendation to the Michigan Department of Education for a K-12 endorsement as a Teacher of Students with Learning Disabilities. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education.

Students electing this major must select to pursue either elementary or secondary teacher certification. Program requirements must be completed in conjunction with either a major in liberal arts for elementary education, leading to elementary certification, or a minor in a teachable area (as defined by the Michigan Department of Education), leading to secondary certification. Students must apply for and be admitted to the Initial Teacher Preparation Program in order to pursue this program of study.

The proposed program adheres closely to the format of the other undergraduate special education majors, cognitive impairment and emotional impairment, and the existing department course structure supports the implementation of an additional major.

1. **List all current courses included in the program, and indicate whether they will be required, restricted electives or electives. Include syllabi for all such courses as an appendix. All courses should implement program goals, objectives and student learning outcomes.**

   The following courses are currently offered and are REQUIRED for the proposed major. See Appendix A for course syllabi.

   PSY 101: General Psychology (3 credit hours)
   SPGN 251: Introduction to Inclusion and Disabilities in a Diverse Society (3 credit hours)
   SPGN 271: Speech and Language Development in Children with Exceptional Learning Needs (2 credit hours)
   SPGN 323W: Writing for Professionals in Special Education (3 credit hours
   SPGN 390: Measurement and Diagnosis in Special Education (3 credit hours)
   SPGN 395: Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 credit hours)
   SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities (3 credit hours)
   SPGN 481: Assistive and Instructional Technology in Special Education (3 credit hours)
   SPGN 491: Student Teaching (10 credit hours for student teaching and 2 credit hours for seminar)

2. **List all new and revised courses that will be needed for the program. A Request for a New Course or Request for Course Revision form should be completed for each one and included as an appendix. All courses should implement program goals, objectives, and student learning outcomes.**

   The following courses are proposed new courses and would be REQUIRED for the proposed major. See Appendix B for Request for New Course proposals and syllabi.

   SPLI 240: Pre-Clinical Experiences (3 credit hours)

SPLI 340: Theory of Learning Disabilities and Other Mild Disabilities (3 credit hours)
SPLI 396: Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities (3 credit hours)
SPLI 421: Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities (4 credit hours)
SPLI 475: Math and Motor Methods for Students with Learning Disabilities and Other Mild Disabilities (4 credit hours)
SPLI 494: Advanced Theory of Learning Disabilities and Other Mild Disabilities (3 credit hours)

3. Describe the Program Delivery Plan, i.e. whether it will be offered on or off campus, on line, evenings and/or Saturdays. If courses are to be offered on Saturday, on line or off campus, include evidence of support from Continuing Education as an appendix.

The proposed program would be offered on campus with a mixture of day and evening classes to meet the needs of working students.

4. Outline a typical program of study a student would follow in completing the program.

Refer to Appendix C.

5. Interdisciplinary Programs Only

Does not apply.

6. Undergraduate Programs Only: Indicate the minimum number of total credit hours that students completing the program should have taken by the time they graduate.

The proposed Special Education Major K-12 Learning Disabilities Endorsement major is a 55 credit hour program.

Special Education K-12 Major with Learning Disabilities Endorsement and Elementary Teaching Certificate (Liberal Arts Major):
55 credit hours Special Education / Learning Disabilities core courses
41 credit hours Professional Education Sequence
39 credit hours General Education / Liberal Arts
135 credit hours TOTAL

Special Education K-12 Major with Learning Disabilities Endorsement and Secondary Teaching Certificate (and teachable minor)
55 credit hours Special Education / Learning Disabilities core courses
19 credit hours Professional Education Sequence
24 credit hours teachable minor
35 credit hours General Education
133 credit hours TOTAL

7 and 8. Graduate Programs Only

Does not apply.

C. Admission

In addition to University undergraduate requirements, undergraduate students must apply for and be admitted to the Initial Teacher Preparation Program (ITPP). Students may apply to the ITPP immediately after the semester in which they have earned 56 credit hours. Transfer students with more than 56 credit hours should apply immediately after the semester in which they have earned 12 hours at EMU, including at least one course in their major. Students with 56 hours of transfer course work with a decision GPA of 3.0 may apply for admission to the ITPP without 12 earned hours at EMU.

ITPP Phase I Admission Criteria:

1. Completion of 56 credit hours
2. Appropriate cumulative GPA. One of:
    a. An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. And EMU GPA of 2.5 or higher in the major, based on at least one course in the major. The Elementary Education Major is comprehensive; therefore, the elementary major GPA is based on the cumulative of liberal arts curriculum and content course work.
    b. Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
3. A grade of "C" or higher (if taken) in the following courses:
    a. ENGL 121, CTAC 124, MATH 108, MATH 110E, PHY 100, ESSC 202, PSY 101, all of the professional education courses, all courses that state "for elementary teachers" or "for secondary teachers"
4. Official Test Scores showing competency in at least one of the following areas: mathematics, reading, and writing. Scores are accepted from the Professional Readiness Exam (PRE), Basic Skills Test (no longer offered), ACT, or Michigan Merit Exam (MME). The following scores are acceptable:
    a. Mathematics: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher
    b. Writing: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
    c. Reading: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher
5. ICHAT criminal background check and Statement of Civil/Criminal Convictions. If any yes answer to any of the civil/criminal conviction questions on the application, the student needs to provide:
    a. Copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction
    b. A written explanation of the offence(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
6. Attendance at Group Advising Session required. A major may require additional advising sessions.

Phase II Admission Criteria:

In addition to Phase I admission, Phase II Full Program Admission requires:

1. A grade of "C" or higher in Phase I classes
2. Official Test Scores showing passing scores on all three areas of the Professional Readiness Exam or equivalent (see above). An alternative score in one area may be accepted.
3. A Dispositions Review from Curriculum.

D. Projections

1. Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once program is established, etc.

Currently in the LD graduate program there are about 40-50 students. The expectation is that the undergraduate program will start with 15-20 students and gradually grow to include a total of 100-150 students as the program is populated year over year and as the reputation of the new undergraduate program spreads.

2. Project scheduling needs and patterns for the next three to five years.

There are currently three full-time tenured faculty in the Learning Disabilities area at EMU. They will teach the Learning Disabilities endorsement courses in the proposed program. They will also supervise student teachers; this involves identifying appropriate placements and cooperating teachers as well as supervising field experiences. Cooperating teachers will have an endorsement in learning disabilities.

It may become necessary, based on enrollment increases, to utilize other faculty in the Department of Special Education and/or request an additional faculty position.

II. Justification/Rationale

A. Evidence of Need

Students with learning disabilities (K-12) are the largest group of students receiving special education services (43% - 52%). Many of the undergraduate majors in the Department of Special Education at EMU become employed in resource room teaching positions after graduation. In the state of Michigan, as well as throughout the nation, the majority of K-12 students served in a resource room setting are students with learning disabilities. Resource room teaching positions may involve direct instruction in a classroom and teacher consultation responsibilities, as well as co-teaching activities.

Historically, there has been an "understanding" among universities in the state of Michigan that, given the complexity of learning needs of K-12 students with learning disabilities, the endorsement in learning disabilities should occur at the graduate level only. However, some universities (as noted below) have moved away from this belief and currently offer a professional preparation program leading to an endorsement in learning disabilities at the undergraduate level. This proposal will permit EMU to remain competitive among universities across the state of Michigan.

Currently, EMU has no undergraduate major in learning disabilities, and, therefore, its program graduates are responsible for the delivery of high quality special education services to students with learning disabilities while holding an endorsement in another disability area such as emotional impairment or cognitive impairment. Offering the Special Education Major (K-12) Learning Disabilities Endorsement at the undergraduate level will allow EMU to maintain a competitive position among other institutions of higher education in the state and responds to an area of need in the field.

To gain a better picture of the need for this program, in the late Fall of 2013 the LD program area faculty sent a survey to special education administrators in Michigan. Administrators in Washtenaw, Wayne, Livingston and Monroe counties received the survey via email; there was a good return rate on these surveys. A description of the survey and a link to complete it was also included in the December 2013 Michigan Association of Administrators of Special Education newsletter.

The results of this survey are provided in Appendix D. Highlights of the survey responses included

- 57% of the respondents reported a preference for hiring persons with LD endorsement when hiring for a "high" incidence position
- 74% of the respondents reported that when making hiring decisions, the degree level (undergraduate or graduate) did not make a significant difference.
- 29% of the respondents reported having difficulty hiring persons with a learning disability endorsement
- When asked whether they believed EMU should offer an undergraduate learning disability endorsement, 88% responded that we should. Their comments included:
  - "ABSOLUTELY, I am surprised that this is just being considered given the high demand for special education teachers."
  - "I believe it is very valuable to support this training earlier than at the graduate level."
  - "I think that EMU has missed the boat on this for years."
  - "I know friends who left EMU and went to U of M - Dearborn because EMU did not have an LD undergrad program."
  - "As much as I enjoyed the EI program, I would have done the LD undergrad program when I started EMU if it were available."
  - "I hope this program is adopted as the graduate program was so beneficial."

B. Similar Programs in Michigan

Currently the following Michigan colleges and universities offer an undergraduate major in Learning Disabilities:

1. Alma College
2. Aquinas College
3. Cornerstone University
4. Hope College
5. Lake Superior State University
6. Olivet College
7. Spring Arbor University
8. University of Detroit Mercy
9. University of Michigan – Dearborn
10. Michigan State University
11. Western Michigan University

Michigan State and University of Michigan draw from a different student population than EMU. Others on this list are private colleges and are more expensive than EMU. The only comparable university to EMU that offers an undergraduate degree in Michigan is Western Michigan

University, and we believe that geography minimizes potential competition. We strongly believe there is a "niche" to fill.

C. Evidence of Support

With the support of Dean Joseph and application funding from the College of Education, the Learning Disabilities program area submitted an application for the proposed Special Education Major (K-12) Learning Disabilities Endorsement to The Michigan Department of Education (MDE). In a letter dated June 14, 2014, Dean Joseph received notification that MDE approved this new undergraduate program (see Appendix E).

In addition to MDE support for the undergraduate program in learning disabilities, special education administrators in Michigan support the establishment of this program at EMU. As noted previously (IIA), 88% of the respondents to the survey discussed above (see Appendix D) replied that EMU should offer an undergraduate major in learning disabilities. Some of their comments included:

- "I believe it is very valuable to support this training earlier than at the graduate level."
- "I think that EMU has missed the boat on this for years."

College of Education faculty and staff also support an undergraduate major in learning disabilities. For example, Sarah Ginsberg, a professor in the Speech-Language area, in a memo (see Appendix F-1) noted, "There is no reason why we should not be competing for these students' enrollment. It would add depth and breadth of the department's offerings immensely." In her letter of support (see Appendix F-2), Christine Lancaster, Director of Student Support for the Teacher Education Unit, in a letter to the Department Head of the Department of Special Education stated, "I believe this major would serve our current students as well as provide an opportunity to serve potential teacher candidates."

III. Preparedness

A. Describe the qualifications of the faculty who will be involved in the proposed program.

There are presently three faculty members in the Learning Disabilities Program Area in the Department of Special Education, and it is believed that this staffing will be sufficient to begin the undergraduate Special Education Major (K-12) Learning Disabilities Endorsement program.

Loreena Parks has been teaching full time at Eastern Michigan University for the past thirteen years and is currently an Associate Professor. She was an adjunct lecturer at EMU for many years prior to this and has held many other positions in the educational field.

Karen Schulte has been teaching full time at Eastern Michigan University for the past twelve years and is currently an Associate Professor. She was an adjunct lecturer at EMU for many years prior to this and has held many other positions in the educational field.

David Winters has been teaching full time at Eastern Michigan University for the past five years and is currently an Associate Professor. He was the Department's department head prior to this and has held many other positions in the educational field.

All three faculty are well versed in both the theory and instructional applications for students with learning disabilities and have extensive experience in the field, both working with K-12 students as well as working with teachers and administrators.

A vita for each faculty member is included in Appendix F.

B. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CD,s, etc.) and microforms. If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.

Halle Library currently provides strong support for the undergraduate and graduate programs offered through the Department of Special Education. The Department has offered a Master of Arts degree in Learning Disabilities for over 35 years. During this time, the library has provided (and continues to provide) extensive support. Thus, a more than sufficient collection of materials already exists to support the Special Education K-12 Major with Learning Disabilities endorsement.

Additionally, Halle Library provides strong support for the existing undergraduate programs offered through the Department of Special Education: cognitive impairments, emotional impairments, visual impairments, physical impairments, speech and language impairments and hearing impairments. Because so much information may be used "across programs," these materials will also be supportive of the learning disabilities program area.

Finally, books, journals, electronic resources, and multimedia are currently available to cover general special education issues, and these will be utilized in the implementation of this proposed program.

It is believed that no additional materials will be required (other than the normal, year-to-year additions) to support this new major over the next three to five years. Halle Library has provided the following data, illustrative of the extensive collection of materials to support the Department of Special Education's programs:

Halle Library owns 3,272 books and 84 ebooks roughly covering Special Education program areas (spanning Library of Congress classes LC1200 - LC1203, LC3950 - LC4806.5, RJ506.H9, and RC569.7 - RC571). The narrow subset covering Learning Disabilities (Library of Congress classification LC4704 - LC4706) includes 322 (out of 3272) print titles and 14 (out of 84) ebook titles. A search for Special Education videos and DVDs reveals about 158 titles. When it comes to journals, the library owns or has electronic access to 2,156 Education-related journal titles and 831 Psychology-related journal titles. Databases supporting Special Education include *ERIC*, *PsycINFO*, *PubMed*, *CINAHL*, *JSTOR*, *Dissertations and Theses Full Text*, and the *Mental Measurements Yearbook Online*.

Again, since this array of resources supports our GRADUATE program in Learning Disabilities, it is believed that library materials are sufficient to support the proposed undergraduate program.

C. Analyze the adequacy of existing facilities, laboratories or other physical equipment applicable to the proposed program.

Current classroom facilities available in the Porter Building are believed to be adequate to support the proposed new program. Due to falling enrollment in Teacher Education and Education Leadership and to the increasing number of online courses, it is believed that there will be sufficient classroom space for course offerings. No specialized laboratories or other facilities are required.

D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g. cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.)

As the proposed Special Education Major (K-12) Learning Disabilities Endorsement program follows a very similar format as the other undergraduate programs offered through the Department of Special Education, the general education requirements, the major in liberal arts for elementary education and minors in secondary "teachable" areas are already available and more than adequate to support the needs of this program. There are no specialized needs in terms of equipment, labs, computer services, research assistance, or faculty outside of the Department of Special Education.

E. Outline a plan for marketing the proposed program and recruiting students into it.

The program area will work closely with the university's marketing office to create a strong marketing plan. Features of this plan may include

- A high visibility department of learning disability presence at EMU open house, high school college nights, and community college information sessions
- An email explaining the program and its benefits to all EMU COE students and known potential COE students
- A visit to SPGN 251 courses to promote the LD/UG Program to uncommitted students
- Banner ads for the program on the EMU website
- Ads in any of the EMU newspapers that would be appropriate
- Targeted highway billboards in areas of high potential student population
- Possible TV and/or radio ads
- Online and/or print explanatory promotional brochures

IV. Assessment/Evaluation

The assessment plan for the Special Education Major (K-12) Learning Disabilities Endorsement program corresponds to the six program goals:

1. Students will articulate and apply the theoretical and practical definition and characteristics of learning disabilities.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPLI 340: Theory of Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 251 but before other SPLI courses
	• SPLI 494: Advanced Theory of Learning Disabilities and Other Mild Disabilities	• Taken after SPLI 340
c.	• Lesson Modification Project in SPGN 251	• Core special education course taken near the beginning of the program

2. Students will integrate historical, theoretical, and legal perspectives of learning disabilities.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPGN 390: Measurement and Diagnosis in Special Education	• Taken near the middle of the program
	• SPLI 340: Theory of Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 251 but before other SPLI courses
	• SPLI 396: Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 390
	• SPLI 494: Advanced Theory of Learning Disabilities and Other Mild Disabilities	• Taken after SPLI 340
c.	• Lesson Modification Project in SPGN 251	• Taken near the beginning of the program
d	• Curriculum-based Test Project in SPGN 390	• Taken near the end of the program

3. Students will use a variety of assessment strategies to identify students with learning disabilities, develop appropriate instructional programs, and monitor student progress.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPGN 390: Measurement and Diagnosis in Special Education	• Taken near the middle of the program
	• SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities	• Taken near the middle or end of the program
	• SPGN 481: Assistive and Instructional Technology in Special Education	• Taken in the middle or near the end of the program
	• SPGN 491: Student Teaching (Special Education/Includes Seminar)	• Taken during the student's final semester in the program
	• SPLI 240: Pre-Clinical Experiences	• Taken near the beginning of the program
	• SPLI 396: Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 390
c.	• Lesson Modification Project in SPGN 251	• Taken near the beginning of the program
d.	• Curriculum-based Test Project in SPGN 390	• Taken near the end of the program

e.	• Behavior Change Plan (BCP) in SPGN 461	• Taken near the middle or in the end of the program
f.	• Assistive Technology/IEP Plan in SPGN 481	• Taken in the middle or near the end of the program

4. Students will develop and apply instructional strategies and accommodations appropriate for each student with learning disabilities.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPGN 390: Measurement and Diagnosis in Special Education	• Taken near the middle of the program
	• SPGN 461: Classroom Management and Intervention Strategies for Students with Disabilities	• Taken near the middle or end of the program
	• SPGN 481: Assistive and Instructional Technology in Special Education	• Taken in the middle or near the end of the program
	• SPGN 491: Student Teaching (Special Education/Includes Seminar)	• Taken during the student's final semester in the program
	• SPLI 240: Pre-Clinical Experiences	• Taken near the beginning of the program
	• SPLI 396: Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 390
	• SPLI 421: Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken in the middle or near the end of the program
	• SPLI 475: Math and Motor Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken in the middle or near the end of the program
c.	• Lesson Modification Project in SPGN 251	• Taken near the beginning of the program
d.	• Curriculum-based Test Project in SPGN 390	• Taken near the end of the program
e.	• Behavior Change Plan (BCP) in SPGN 461	• Taken near the middle or in the end of the program
f.	• Assistive Technology/IEP Plan in SPGN 481	• Taken in the middle or near the end of the program

5. Students will demonstrate the ability to collaborate with families, school personnel, and community service providers regarding referral, programming, placement, intervention, and resources for students with learning disabilities.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPGN 395: Children, Adolescents, and Young Adults: Family, School and Community Interaction	• Taken near the beginning or in the middle of the program
	• SPGN 491: Student Teaching (Special Education/Includes Seminar)	• Taken during the student's final semester in the program

6. Students will demonstrate the competency in the subject matter knowledge in all subareas as outlined within the program endorsement standards for teachers of students with learning disabilities.

	Key Assessments	Assessment Schedule
a.	Michigan Test of Teacher Certification (MTTC): Learning Disabilities	Taken after at least 90% of coursework is completed
b.	Grades of "C" or better in the following courses:	
	• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society	• Taken near the beginning of the program
	• SPGN 491: Student Teaching (Special Education/Includes Seminar)	• Taken during the student's final semester in the program
	• SPLI 340: Theory of Learning Disabilities and Other Mild Disabilities	• Taken after SPGN 251 but before other SPLI courses
	• SPLI 421: Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken after SPLI 340
	• SPLI 475: Math and Motor Methods for Students with Learning Disabilities and Other Mild Disabilities	• Taken in the middle or near the end of the program
c.	• Lesson Modification Project in SPGN 251	• Taken near the beginning of the program
d.	• Special Education Student Teaching Assessment – Final Evaluation	• Completed at the end of the special education student teaching experience

In addition, the program will be reporting to MDE (letter in Appendix E)

V. Program Costs

NOTE: Budget figures are based on input from the Department of Special Education Department Head. Assumptions include the following factors:

- The Special Education Major (K-12) Learning Disabilities Endorsement program will admit 20 new students a year.

- New courses (6) will be offered in a three-year rollout.
- The estimated cost of new courses is based on a part time lecturer salary of $3,540 per 3-credit hour course.
- The cost of student teaching supervision is based on a part time lecturer salary of $600 per student.

Year	Total Number of Students	Courses Offered	Estimated Cost per Course	Additional Costs	TOTAL COST
2016-2017	20	SPLI 240 SPLI 340	$3,540 $3,540		$7,080
2017-2018	40	SPLI 240 SPLI 340 SPLI 396 SPLI 475	$3,540 $3,540 $3,540 $3,540		$14,160
2018-2019	60	SPLI 240 SPLI 340 SPLI 396 SPLI 475 SPLI 421 SPLI 494	$3,540 $3,540 $3,540 $3,540 $3,540 $3,540	Supervision of 20 Student Teachers: $12,000	$33,240

Estimated Cost per year after 2018-2019: $33,240, although depending on enrollment, this might require an additional faculty member during or after the third year of the rollout.

VI. Action of the Department/College

C+I Committee: For=5, Against=0, Abstentions=0 [redacted] (Chair)

1. Department/School (Include the faculty votes signatures from all submitting departments/schools.)

Vote of faculty: For 17 Against 3 Abstentions 2
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can ✓ cannot _____ be implemented without additional College or University resources.

[redacted] 10/7/15
Department Head/School Director Signature Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can X cannot _____ be implemented within the affected College without additional University resources.

See attached memo from me. NPS [redacted] 11-3-15
College Dean Signature Date

B. Graduate School (new graduate programs ONLY)

Graduate Dean Signature Date

VII. Approval

Associate Vice-President for Academic Programming Signature _____ Date _____

VIII. Appendices

Appendix A: Current Course Master Syllabi

Appendix B: New Course Proposals and Master Syllabi

Appendix C: Typical Programs of Study

Appendix D: Survey of Need for an Undergraduate Program in Learning Disabilities

Appendix E: Program Approval from the Michigan Department of Education

Appendix F: Letters of Support

Appendix G: Learning Disability Program Area Faculty Vitas

EASTERN
MICHIGAN UNIVERSITY
EDUCATION

OFFICE *of the* DEAN, COLLEGE *of*

Education First *emich.edu/coe/dean*

To: Whom it May Concern
From: Dr. Micheal Sayler, Dean College of Education [redacted]
Date: November 4, 2015
RE: Notes regarding the proposal for a new LD undergraduate program

The proposal for a new undergraduate degree in learning disability from the Department of Special Education was conceptualized and created prior to my arrival at Eastern Michigan University in the summer of 2015. When this proposal reached my desk I requested some additional information about the need for such a plan and the prospects of recruiting a significant number of students to it.

Specifically, I sought more information or clarification on these points:

1) The estimated costs are probably not correct. The proposal used the cost of a part-time lecturer instead of the cost of a faculty member. I used the median faculty salary from SPED for this fall and the associated cost per course which was $9245. Using these data the true program costs are:
year 1 cost = $18,490
year 2 cost = $36,980
year 3 cost = $55,470

2) 133-135 hours is a lot for a program. Each year a student stays at EMU it costs them at least $50,000 or more in tuition, fees, living expenses, transportation costs, and lost wages. This program would take 6 years to complete for most of our students who also work part-time and take about 12 hours per semester. An additional two years would cost a student well over $100,000. Could the program be shortened?

3) The data provided did not cite sources so it made it hard to understand the validity of the information presented. Also, there was unclear data on demand. Are LD jobs going wanting for lack of teachers?

The program put together the following responses to my questions and a meeting between the program area, the department head, and myself was held.

After reading the proposal, listening to the faculty, and reviewing the data I am satisfied with the answers and strongly recommend approval of this new program. The potential for robust enrollments off-setting the additional costs is very good.

310 Porter Building, Ypsilanti, Michigan 48197 • 734.487.1414 • Fax: 734.484.6471

Learning Disabilities
Some Additional Facts and Figures

Need for the new program

- Numbers of students receiving special education services in Michigan, by disability area, according to the State Performance Plan/Annual Performance Report (2013):

Disability Area	Number of Students (6-21)
ASD (autism)	3,502
EI (emotional)	3,443
CI (cognitive)	6,406
POHI (physical)	4,760
SLD (learning)	17,173

- Students with Specific Learning Disabilities (SLD) receiving special education services (6-21) make up 45% of those students receiving special education services.

- Teachers in all areas of special education, including learning disabilities, are listed on the Critical Shortage Disciplines List (2015-2016), as indicated in the attached memo from Mike Flanagan, State Superintendent of Special Education.

    - Also true in Ohio ("Teacher Shortage Areas Nationwide Listing 1990-91 thru 2015-16," *USDOE, Office of Postsecondary Education*, issued March 2015)

    - Federal shortage in teachers of all areas of special education, including learning disabilities (*specifically lists learning disabilities) in the following 43 states and 7 districts/territories:

      *Alabama, Alaska, Arizona, Arkansas, California, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, *Iowa, *Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, *Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, *New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, *West Virginia, *Wisconsin, Wyoming, American Samoa, Guam, Northern Mariana Islands, Palau, Puerto Rico, U.S. Virgin Islands

- Michigan (Washtenaw, Wayne, Livingston, Monroe counties) Special Education Administrators Survey (See full results in Appendix D, pp 175-180 of proposal)

    - **57%** of the respondents reported a preference for hiring persons with LD endorsement when hiring for a "high" incidence position

- 74% of the respondents reported that when making hiring decisions, the degree level (undergraduate or graduate) did not make a significant difference.
- 29% of the respondents reported having difficulty hiring persons with a learning disability endorsement
- When asked whether they believed EMU should offer an undergraduate learning disability endorsement, **88%** responded that we should. Their comments included:
  - "ABSOLUTELY, I am surprised that this is just being considered given the high demand for special education teachers."
  - "I believe it is very valuable to support this training earlier than at the graduate level."
  - "I think that EMU has missed the boat on this for years."
  - "I know friends who left EMU and went to U of M - Dearborn because EMU did not have an LD undergrad program."
  - "As much as I enjoyed the EI program, I would have done the LD undergrad program when I started EMU if it were available."
  - "I hope this program is adopted as the graduate program was so beneficial."

Hours Needed to Graduate

- EMU Minimum of 124
- Teacher education programs
  - Most are around 133
- Other Special Education programs
  - Elementary require a double major
    - CI = 134-137
    - EI = 134-137
    - POHI = 142-144
    - VI = 138-142
  - Secondary and Speech-language Health Care Track depends on the teaching minor requirements, but they are around 132 - 134
  - LD proposal
    - Elementary = 135
    - Secondary (depends on minor) = 133

SPLI 240 - Pre-Clinical Experiences - Learning Disabilities

This course exposes students to a variety of service delivery models and provides opportunities to observe individuals with learning disabilities and/or other mild disabilities at multiple age levels. Students will complete 40 pre-clinical hours over the course of the semester (15 elementary special education, 15 secondary special education, and 10 in a general education inclusive classroom). Students will discuss observations, insights, and concerns related to their experiences.

Credit Hours: 3 hrs *May not be repeated for credit*
Grade Mode: Normal (A-F)

Concurrent Prerequisite(s): SPGN 251

Class Restriction(s): Sophomore, Junior, Senior, Second Bachelor or Post Bac. Tchr. Cert. standing

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Theory of Learning Disabilities and Other Mild Disabilities

2016-2017 Undergraduate Catalog (Working Draft)

SPLI 340 - Theory of Learning Disabilities and Other Mild Disabilities

This course introduces students to the fields of learning disabilities and other mild disabilities: history, terminology, etiology, and psychoneurological processing. This course presents the theoretical basis for providing appropriate educational services for students with learning disabilities and/or other mild disabilities.

Credit Hours: 3 hrs *May not be repeated for credit*
Grade Mode: Normal (A-F)

Prerequisite(s): SPGN 251

Concurrent Prerequisite(s): SPLI 240

Class Restriction(s): Sophomore, Junior, Senior, Second Bachelor or Post Bac. Tchr. Cert. standing

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities

SPLI 396 - Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities

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This course will provide students with an opportunity to learn about specific assessment techniques and a sample of assessment instruments used in identifying and measuring progress of students with learning disabilities and/or other mild disabilities. This course will prepare students to collect, administer, score, and interpret data to guide instructional decisions for students with learning disabilities and/or other mild disabilities.

Initial Teacher Preparation Program admission is required for enrollment in this course.

Credit Hours: 3 hrs *May not be repeated credit*
Grade Mode: Normal (A-F)

Prerequisite(s): SPLI 340 *and* SPGN 390

Class Restriction(s): Junior, Senior, Second Bachelor, or Post Bac. Tchr. Cert. standing

Major Restriction(s): Special Education Major K-12 Learning Disabilities Endorsement - Elementary *or* Special Education Major K-12 Learning Disabilities Endorsement - Secondary

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities

SPLI 421 - Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities

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This course will introduce students to literacy as it relates to persons with learning disabilities and/or other mild disabilities. Students will explore both direct instruction, including a supervised field experience, and accommodation strategies.

Initial Teacher Preparation Program admission is required for enrollment in this course.

Credit Hours: 4 hrs *May not be repeated for credit*
Grade Mode: Normal (A-F)

Prerequisite(s): (RDNG 310 *or* RDNG 311) *and* SPLI 340

Class Restriction(s): Junior, Senior, Second Bachelor, or Post Bac. Tchr. Cert. standing

Major Restriction(s): Special Education Major K-12 Learning Disabilities Endorsement - Elementary *or* Special Education Major K-12 Learning Disabilities Endorsement - Secondary

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Math and Motor for Students with Learning Disabilities and Other Disabilities

SPLI 475 - Math and Motor for Students with Learning Disabilities and Other Disabilities

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This course will introduce students to strategies used with individuals with learning disabilities and/or other mild disabilities for teaching math as well how to use motor skills to enhance learning. Students will explore direct instruction, including a supervised field experience, and accommodation strategies.

Initial Teacher Preparation Program admission is required for enrollment in this course.

Credit Hours: 4 hrs *May not be repeated for credit*
Grade Mode: Normal (A-F)

Prerequisite(s): SPLI 340

Class Restriction(s): Junior, Senior, Second Bachelor, or Post Bac. Tchr. Cert. standing

Major Restriction(s): Special Education Major K-12 Learning Disabilities Endorsement - Elementary *or* Special Education Major K-12 Learning Disabilities Endorsement - Secondary

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Advanced theory of Learning Disabilities and Other Mild Disabilities

SPLI 494 - Advanced theory of Learning Disabilities and Other Mild Disabilities

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This course will present in-depth information on processing skills and will provide practical experience in identifying links between processing strengths and weaknesses and academic strengths and weaknesses. Additionally, this course will provide students with the skills needed to match instruction and accommodations to individual student characteristics through the use of diagnostic-prescriptive teaching.

Initial Teacher Preparation Program admission is required for enrollment in this course.

Credit Hours: 3 hrs *May not be repeated for credit*
Grade Mode: Normal (A-F)

Prerequisite(s): SPLI 421 *and* SPLI 475

Class Restriction(s): Senior, Second Bachelor, or Post-baccalaureate standing

Major Restriction(s): Special Education Major K-12 Learning Disabilities Endorsement - Elementary *or* Special Education Major K-12 Learning Disabilities Endorsement - Secondary

Last Updated: New Course 3/2016, effective Fall 2016

Click here for Summer 2016 Course Offerings

Click here for Fall 2016 Course Offerings

Special Education Major K-12 Learning Disabilities Endorsement and Liberal Arts Major for Elementary Education

Appendix C-1

Program of Study

Name: _____

Liberal Arts Requirements: 36 hours
ARTE 220 Visual Arts for Elementary Teachers (3 cr)
CHL 207 Introduction to Children's Literature (3 cr)
CTAC 124 Foundations of Speech Communication (3 cr)
WRTG 121 Composition II: Researching the Public Experience (3 cr) OR ENGL 121
ESSC 202 Earth Science for Elementary Teachers (3 cr)
GEOG 110 World Regions (3 cr)
HIST 123 The United States to 1877 (3 cr)
MATH 108 Problem Solving and Number Concepts for Elementary School Teachers (3 cr)
MATH 110E Mathematical Reasoning: Applications for Elementary School Teachers (3 cr)
PHY 100 Physics for Elementary Teachers (3 cr)
PLSC 112 American Government (3 cr)

Professional Elementary Educational Sequence
*indicates admission to Initial Teacher Preparation Program required.

Pre-Admission Phase (sophomore status required)
CTAR 300 Integrated Arts for Elementary Teachers (3 cr) (Pre-requisites: ART 220 or MUSC 220)
EDPS 325 Human Growth & Development Lifespan (4 cr)
HLED 320 Health Education Elementary Grades (2 cr)
PHED 257 Physical Education for the Classroom Teacher (2 cr)

Phase I (completion of pre-admit phase required)
*CURR 304 Curriculum and Methods: Elementary (3 cr)
*GEOG 348 Teaching Social Studies Methods: Elementary (3 cr)
RDNG 300 Early Literacy (3 cr)
SOFD 328W Schools in a Multicultural Society (3 cr)

Phase II (completion of Phase I required)
*RDNG 310 Literacy Across the Curriculum in the Intermediate Grades (3 cr)
*PRCT 310L4 Practicum II: Elem. (3 cr)
*BIOT 303 Life Science for Elementary Teachers (3 cr)
*MATH 381 The Teaching of Mathematics (3 cr) (Pre-requisites: MATH 108 and MATH 110E)

Phase III (completion of Phase II required)
*EDUC 499L4 Student Teaching (6 cr)

K-12 Special Education Core: 23 credit hours
PSY 101 General Psychology (3 cr)
SPGN 251 Introduction to Inclusion and Disabilities in a Diverse Society (3 cr)
SPGN 271 Speech and Language Development in Children with Exceptional Learning Needs (2 cr)

SPGN 323W Writing for Professionals in Special Education (3 cr)
*SPGN 390 Measurement and Diagnosis in Special Education (3 cr)
SPGN 395 Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 cr)
*SPGN 461 Classroom Management and Intervention Strategies for Students with Disabilities (3 cr)
*SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

Teachers of Students with Learning Disabilities Endorsement: 32 credit hours
SPLI 240 Pre-Clinical Experiences-Learning Disabilities (3 cr)
SPLI 340 Theory of Learning Disabilities and Other Mild Disabilities (3 cr)
*SPLI 396 Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities (3 cr)
*SPLI 421 Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities (4 cr)
*SPLI 475 Math and Motor Methods for Students with Learning Disabilities and Other Mild Disabilities (4 cr)
*SPLI 494 Advanced Theory of Learning Disabilities and Other Mild Disabilities (3 cr)
*SPGN 491 Student Teaching (10 cr for student teaching and 2 cr for seminar)

Pre-Student Teaching Experience Requirements
One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education K-5 classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching
Two (2) semesters of student teaching will be completed, one in a general education elementary classroom and one in a special education setting.

Special Education Major K-12 Learning Disabilities Endorsement and Secondary Teaching Certificate (with Teachable Minor) Program of Study

Appendix C-2

Name: _____

Professional Secondary Education Sequence
*indicates admission to Initial Teacher Preparation Program required.

Pre-Admission Phase (sophomore status required)
EDPS 325 Human Growth & Development Lifespan (4 cr)

Phase I (completion of pre-admit phase required)
SOFD 328W Schools in a Multicultural Society (3 cr)
*CURR 305 Curriculum and Methods: Secondary (3 cr)

Phase II (completion of Phase I required)
*RDNG 311 Teaching Reading in Secondary Schools (3 cr)
Methods Course in Minor

Phase III (completion of Phase II required)
*EDUC 499 Student Teaching (6 cr)

K-12 Special Education Core: 23 credit hours
PSY 101 General Psychology (3 cr)
SPGN 251 Introduction to Inclusion and Disabilities in a Diverse Society (3 cr)
SPGN 271 Speech and Language Development in Children with Exceptional Learning Needs (2 cr)
SPGN 323W Writing for Professionals in Special Education (3 cr)
*SPGN 390 Measurement and Diagnosis in Special Education (3 cr)
SPGN 395 Children, Adolescents, and Young Adults with Disabilities: School, Family, and Community (3 cr)
*SPGN 461 Classroom Management and Intervention Strategies for Students with Disabilities (3 cr)
*SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

Teachers of Students with Learning Disabilities Endorsement: 32 credit hours
SPLI 240 Pre-Clinical Experiences-Learning Disabilities (3 cr)
SPLI 340 Theory of Learning Disabilities and Other Mild Disabilities (3 cr)
*SPLI 396 Assessment Methods for Students with Learning Disabilities and Other Mild Disabilities (3 cr)
*SPLI 421 Language Arts Methods for Students with Learning Disabilities and Other Mild Disabilities (4 cr)
*SPLI 475 Math and Motor Methods for Students with Learning Disabilities and Other Mild Disabilities (4 cr)
*SPLI 494 Advanced Theory of Learning Disabilities and Other Mild Disabilities (3 cr)

*SPGN 491 Student Teaching (10 cr for student teaching and 2 cr for seminar)

Teachable Minor

Minor options include:

Biology	French Language	Physical Education
Chemistry	German Language	Physics
Comm./Theater Arts	Health	Spanish Language
Computer Science Educ.	Language/Literature/Writing	
Earth Science	Mathematics	

See minor advisor for the list of required courses (approximately 24 credit hours).

Pre-Student Teaching Experience Requirements

One hundred fifty (150) hours of pre-student teaching are required. Fifty (50) hours will be completed in regular education secondary classrooms. Fifty (50) hours will be completed in elementary special education settings. Fifty (50) hours will be completed in secondary special education settings. Some of these hours will be completed in conjunction with your education courses. All hours should be documented per department procedure.

Student Teaching

Two (2) semesters of student teaching will be completed, one in a general education secondary classroom (in minor) and one in a special education setting.

APPENDIX D

Undergraduate LD Program Need Assessment Survey

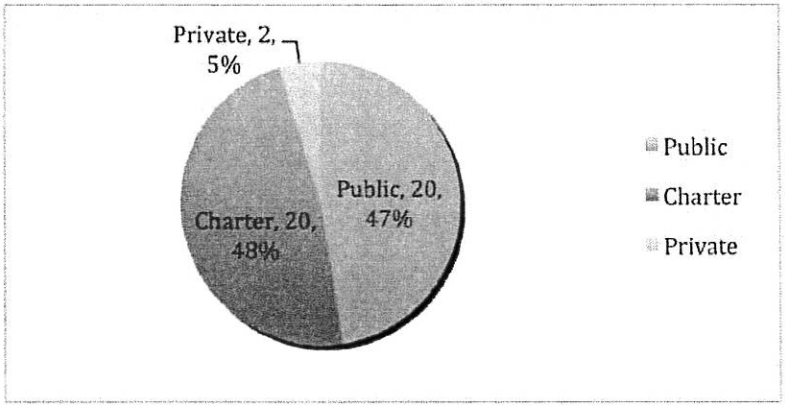
Undergraduate LD Program Need Assessment Survey

Results as of March 28, 2014

Appendix D

Number of Responses – 42

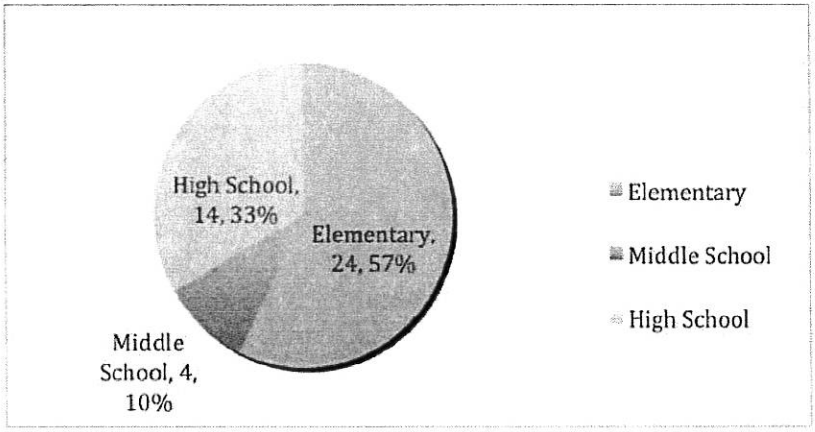
1. In what kind of school do you work?



Comments:

- I currently work in a charter school district, but have also worked in public schools as well
- We are a Head Start program
- I am a Service Area Director that supports all three types of schools in my region.
- Recently retired and now a private consultant.
- ESA

2. What grade levels are in your school?

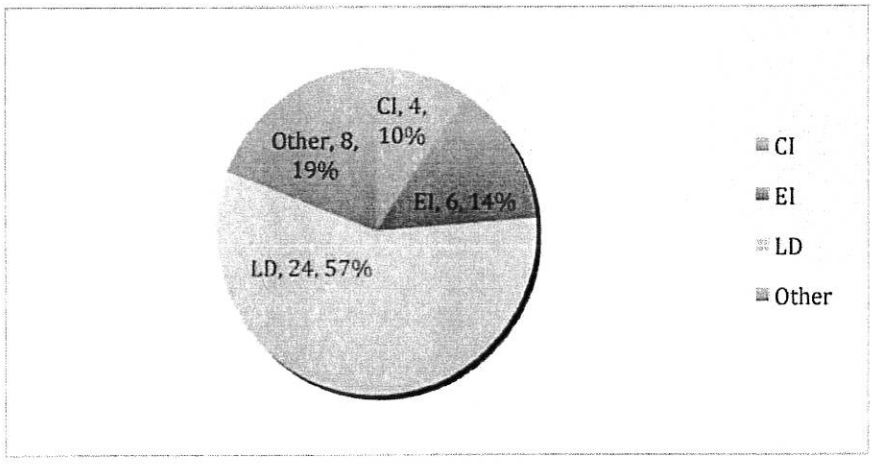


Comments:

- We have pre-school through High School in our district
- Also MS
- All, I am a special ed. Director for the district
- We have all levels K-12
- Elementary and Middle (K-8)

- Preschool
- I am a central administrator overseeing all levels
- We are a K-8 school
- I supervise PreK-Post Secondary
- I am a Director with 23 schools where we service preschool through high school at various locations
- We have all three: elementary, middle school, and high school
- My district is K-12
- All of the above – I am an administrator
- K-8
- We are a K-8 school
- We're a middle & high school
- K-8
- K thru 12 in the District
- Early childhood
- I am a district administrator
- Middle school and High school
- We service Pre school aged children ages three to five
- I serve all three.
- All grades (PreK through age 26)
- All grades – work in all buildings
- I am an administrator and work with all students Pre-K through post-secondary
- All grades pre-k thru 12
- 7-12th grade
- All of the above (preschool through Post-Secondary)
- All PS-12 Odd question for a SE director
- K-8
- K-8

3. When hiring new special education teachers, in what high incidence endorsement are you most often interested?

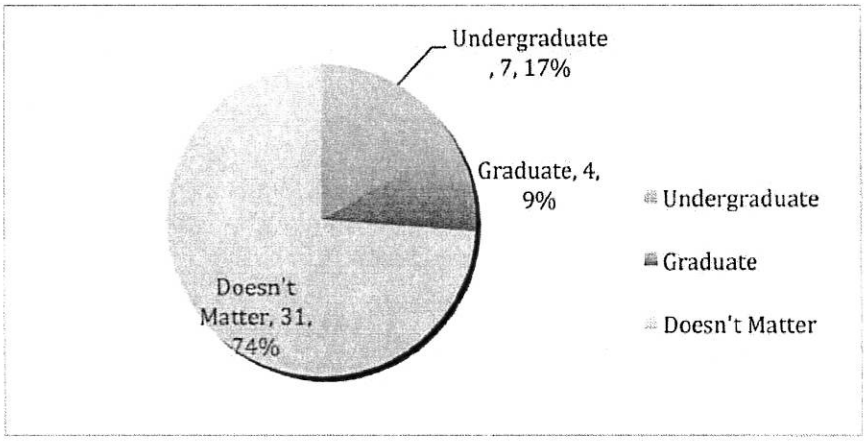


Comments:

- All are acceptable as our resource teachers and self-contained classes are cross-categorical.

- We look for the best candidate. Students with SLD represent our largest disability population; however, through experience, just having and LD endorsement has not always equated to being effective.
- It depends on the staffing I have at the time of interviewing and the needs of the students.
- SLD followed by CI.
- ASD
- Juvenile Treatment center for adjudicated youth (EI/LD/ASD/OHI)
- Also ASD
- Out teachers have to meet the requirements of the Head Start Act, State of Michigan Licensing Rules and OHS Performance Standards
- Quality candidates. We hire people with a variety of endorsements. We hire the BEST TEACHER candidates, no matter their endorsement.
- We also employ teachers of the emotionally impaired.
- It is always a plus to have someone with experience dealing with behavior challenges in students.
- An ability to accommodate and modify curriculum and work with behaviorally challenged kids
- It depends on the expertise that I already have in that specific building. I've also learned that endorsement does not equate to competence. I would rather hire a competent teacher regardless of endorsement. EMU struggles with this.
- We currently do not have anyone endorsed in ASD so would most likely hire a candidate endorsed in this area.
- Growing ASD population

4. When hiring special education teachers with an endorsement in learning disabilities, what type of degree do you prefer?

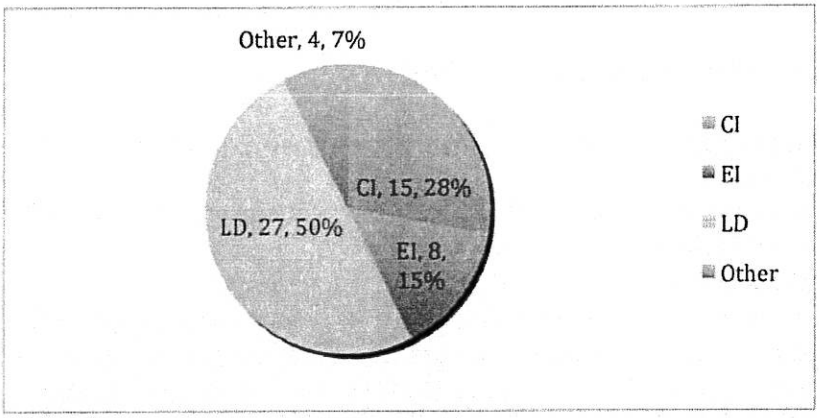


Comments:

- I look for experience, be it in teaching or student teaching.
- Whatever candidate is most effective. An advanced degree presupposes additional training, but it is what they do with the training which is most important.
- I prefer graduate degree with classroom experience working with students that have learning disabilities. Classroom experience outside of graduate program.
- It depends on the situation. If we can hire a teacher consultant, that is preferred.

- It is difficult for my special education teachers to find employment elsewhere because they have a Master's Degree.

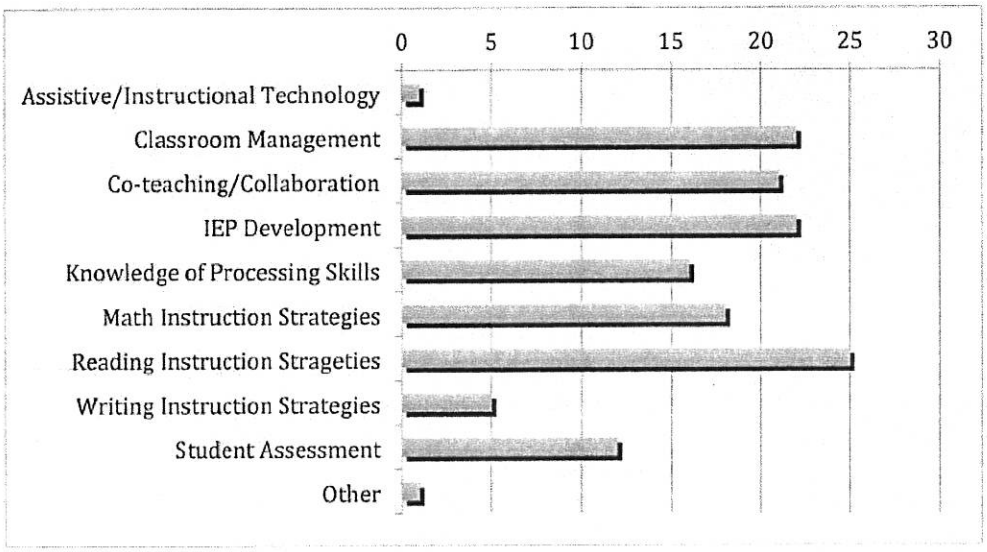
5. What endorsement(s) do most of your current special education teachers have?



Comments:

- Even split CI and EI.
- I say LD although most of those teachers also have another endorsement or are working on a second endorsement.
- As well as an AI endorsement
- Our district has county MoCI programs which accounts for need for CI certified teachers
- Non requirement
- General education
- I have a true mix

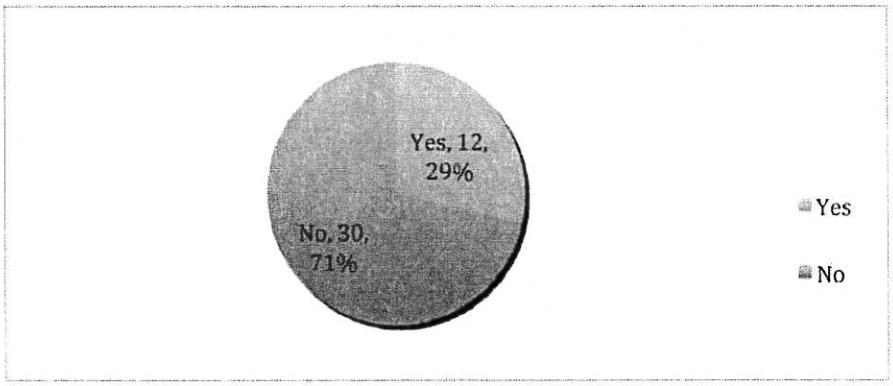
6. When hiring new special education teachers, in what skills/characteristics are you most interested? (Please check no more than 3)



Comments:

- Communication
- All of the above and early intervention as well for the at-risk populations
- If I could check more than 3 I would also choose processing skills, writing strategies, and student assessment.
- I am the only special education teacher at the charter school. Though I feel content is important, I spend most of my time doing the paperwork, monitoring grades, and helping students stay organized.
- They are all important and expected

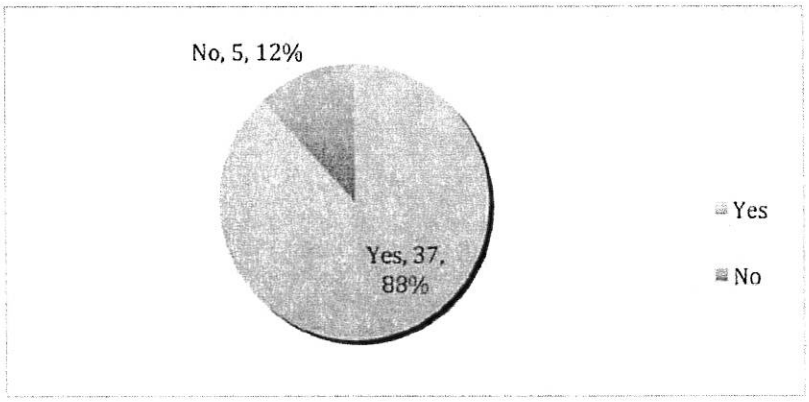
7. Are you currently having difficulty finding qualified candidates with an endorsement in learning disabilities?



Comments:

- There are schools that require a very limited student teaching experience which does not give the student a real view of teaching.
- Many, many applicants, but not too many who are highly qualified.
- There is always a shortage of good candidates.
- We are not looking at this time.
- No shortage of qualified (meaning endorsed) candidates but hard to find QUALITY candidates.
- Charter schools just want a "Special Education Teacher". I feel that if I had an LD endorsement I would have had a public school job.
- I've hard some really good ones from MSU and Grand Valley.

8. Do you believe a need exists for EMU to offer an undergraduate program in learning disabilities?



Comments:

- Along with HS HQ certifications for our high school students and cross categorical classrooms.
- I believe a need is there; however, I also believe that there needs to be a greater emphasis on early intervention services and curriculum and instruction that is accessible to all students. Core instruction that lacks fidelity and efficacy creates conduit that streamline kids into special education, without considering whether their disability intrinsic or extrinsic.
- It is a nice option for students, but I would still suggest that they obtain a general education teaching certificate. Having actual gen ed experience is vital for teaching students with LD.
- ABSOLUTELY. I am surprised that this is just being considered given the high demand for special education teachers.
- It believe it is very valuable to support this training earlier than at the graduate level.
- Most traditional schools are learning towards LD certified teachers to co-teach in the Gen Ed classroom.
- I think that EMU has missed the boat on this for years.
- I know friends who left EMU and went to U of M-Dearborn because EMU did not have an LD undergrad program.

9. Do you have any additional comments or suggestions?
   - Students need practical experience in At-Risk environments.
   - As much as I enjoyed the EI program, I would have done the LD undergrad program when I started EMU if it were available.
   - No.
   - There is a great need for SE teachers in urban school districts
   - The LD applicants seem to have a better all-around knowledge of serving a variety of student needs vs. some of the other eligibility category teachers who are less global in their thinking.
   - I hope this program is adopted as the graduate program was so beneficial.
   - EMU grads need better counseling about their highly qualified status, particularly those who intend to teach at the secondary level. To tell them they can teach in a resource program or coteach denies the reality of content area instruction that is often provided within special ed at the secondary level. Get them a teachable minor in ELA or math as MSU does.
   - The quality of candidates from EMU seems to be less than that of other universities. Focus on competence and quality.
   - I received my undergraduate in POHI from Eastern and my Masters in LD from another university. Eastern did a much better job preparing me for my job. Thank you for the quality education that I received!

APPENDIX E

Program Approval from the Michigan Department of Education

Appendix E-1: Program Approval Letter from Leah C. Breen

Appendix E-2: Application Approval Recommendation from Catherine Wigent

Appendix E-1

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

June 19, 2014

Dr. Jann Joseph, Dean
College of Education
Eastern Michigan University
310 Porter Building
Ypsilanti, Michigan 48197

Dear Dr. Joseph:

The Michigan Department of Education is pleased to inform you that Eastern Michigan University's application for a program to prepare teachers for Learning Disabilities (SM) has been approved for phase one. This program may be offered as a K-12 major for elementary or secondary teaching certificates.

Program approval is subject to completion of all three phases of the application process through the Office of Professional Preparation Services. Once programs have completed the three phases of approval, all program re-approvals will be based on national accreditation decisions.

Both state level program approval (phases two and three) and national accreditation processes rely on outcome measures selected to demonstrate the program has prepared well-qualified teachers. Your institution should begin collecting outcome data which is aligned with the teacher preparation program standards approved by the State Board of Education for each specialty-area and the Michigan Interstate Teacher Assessment and Support Consortium (MI-INTASC) standards.

Your program's phase two report is due on **June 30, 2016**. At which time your program will be required to provide program level data/evidence to demonstrate the program is preparing well-qualified teachers.

STATE BOARD OF EDUCATION

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Should you have questions regarding this approval or other aspects of this program, please contact Dr. Catherine Wigent, Higher Education Consultant, at WigentC@Michigan.gov.

Sincerely,

[redacted]

Leah C. Breen
Assistant Director
Office of Professional Preparation Services

Enclosure

cc: Dr. Shawn Quilter
Dr. Mary Elizabeth Kubitskey
Mr. Richard Neimith

Appendix E-2

Zimbra **lparks1@emich.edu**

Learning Disabilities (SM) application

From : Catherine Wigent (MDE) <WigentC@michigan.gov> Tue, May 20, 2014 03:27 PM
Subject : Learning Disabilities (SM) application 1 attachment
To : jann joseph <jann.joseph@emich.edu>
Cc : lparks1@emich.edu

Dr. Joseph,

Reviewers have completed the review of Eastern Michigan University's application for the Learning Disabilities (SM) major. The reviewers are recommending this program for approval. An official approval letter and form will be sent in the near future.

Below are highlighted comments from reviewers from the program review process.

- The program is for a 55 credit major that includes courses in special education and courses specific to learning disabilities
- There was appropriate focus on the content knowledge related to learning disabilities as well as the use of assessment and instruction to meet the needs of students with learning disabilities

The program should collect data from the key assessments associated with the program claims, and identified in the application in order to ensure the continuous improvement of the program. The phase two report is due on June 30, 2016, and should be submitted to the Office of Professional Preparation Services (Educatorprograms@michigan.gov).

Should you have any questions, please do not hesitate to contact me directly.

Sincerely,

Catherine

Catherine Wigent, Ph.D.
Higher Education Consultant
Professional Preparation and Learning Unit

wigentc@michigan.gov
517.241.0172 (office)
517.881.7034 (mobile)
517.373.0542 (fax)

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Please click on the link below to share feedback regarding the Office of Professional Preparation Services customer service experience you received today.
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APPENDIX F

Letters of Support

Appendix F-1: Memo of support from Sarah Ginsberg

Appendix F-2: Letter of support from Christine Lancaster

Appendix F-1

EASTERN
MICHIGAN UNIVERSITY
Education First

SPECIAL EDUCATION
emich.edu/coe/sped

To: Provost's Office

From: Sarah M. Ginsberg, Speech-Language Pathology Program Faculty [redacted]

RE: Learning Disability Undergraduate Degree

I am writing to share my enthusiastic support of my colleagues' conceptualization and development of the undergraduate degree in the field of Learning Disabilities for Eastern Michigan University. As a faculty member who has regularly represented the Department of Special Education at university-wide recruitment events, such as "Explore Eastern," I know that a frequent question asked by those who come to learn more about our department is "Can I major in learning disabilities as an undergraduate?" It is unfortunate that I have to answer that this is not currently possible and a number of attendees have noted that this is possible at other institutions.

When EMU's Department of Special Education is so well known in our field and in our community, it hurts to not be able to say that we can offer something that is sought after. There is no reason why we should not be competing for these students' enrollment. It would add to depth and breadth of department's offerings immensely. I hope that the Division of Academic Affairs will consider this proposal as it will undoubtedly attract the attention of desirable and competitive students to the university.

Appendix F-2

EASTERN MICHIGAN UNIVERSITY
Education First
COLLEGE of EDUCATION-OFFICE of ACADEMIC SERVICES
emich.edu

April 13, 2015

Janet Fisher, Department Chair
128 Porter
Department of Special Education
Eastern Michigan University

Dr. Fisher,

It is my pleasure to write a letter of support of the proposal for an undergraduate program in Working with Students with Learning Disabilities.

As Director of Student Support in the College of Education, I have the opportunity to meet with current and potential students on a daily basis. Our discussions often center on developing academic, career, and life goals as well as discussing how Eastern Michigan University programs can assist students in obtaining those goals. I have had many conversations over the years with students who wish to have a major in Working with Students with Learning Disabilities. Education majors are aware of the importance of being able to teach all students. An endorsement in Learning Disabilities means our candidates will be able meet their goal of being an effective teacher. Further, with a difficult job market, students are choosing fields that are marketable. An endorsement in Learning Disabilities will open up opportunities for our students and help them reach their goal of finding a teaching position. An example of a conversation I've had happened with one of EMU's Presidential Scholars. Her passion is to be an advocate for students who have learning disabilities. However, since we do not have this major, the Presidential Scholar has had a difficult timing determining what career path to pursue and has changed her major three times in the past two years. I believe this major would serve our current students as well as provide an opportunity to serve potential teacher candidates.

In conclusion, I fully support the efforts to develop an undergraduate program in Working with Students with Learning Disabilities as it will assist current, potential, and future students meet their academic, career, and life goals.

Sincerely,

[redacted]

Christine Lancaster
Director of Student Support
Initial Teacher Preparation Program
Eastern Michigan University