

**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 Autism Spectrum Disorders Endorsement*

**SUMMARY**

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily affects communication, verbal and language, socialization, and academics.

Students with ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports, and remediation of basic academic skills and compensation for academic skills and processing deficits affecting learning. This involves direct instruction in communication, social, behavioral, and academic areas and the development of accommodations and modifications for the family, community, and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism and an ability to use that theory to develop individual programs for students, meeting their specific needs. Upon graduation, students will be competent to assess, analyze assessment data, and develop/implement individual education programs, based on a strong theoretical understanding of the nature of autism spectrum disorders.

**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.

\_\_\_\_\_  
 University Executive Officer

\_\_\_\_\_  
 Date

**EASTERN MICHIGAN UNIVERSITY**  
**DIVISION OF ACADEMIC AND STUDENT AFFAIRS**  
**OFFICE OF THE ASSOCIATE VICE-PRESIDENT FOR ACADEMIC PROGRAMMING AND SERVICES**  
**INTER OFFICE MEMORANDUM**

**TO:** Chris Shell, Registrar  
Janet Fisher, Department Head, Special Education

**FROM:** Rhonda Longworth, Inter

**SUBJECT:** **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Secondary (new program)**  
**Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary (new program)**

**DATE:** April 4, 2016

The attached request from the Special Education Department and the College of Education for new undergraduate programs, **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Secondary** and **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary**, is approved. The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

The proposal includes the following new courses (effective Fall 2016):

- SPAI 220 – Introduction to Autism Spectrum Disorders
- SPAI 240 – Pre-Clinical Experiences - Autism Spectrum Disorders
- SPAI 335 – Language and Communication for Individuals with Autism Spectrum Disorders
- SPAI 345 – Curriculum and Instructional Strategies in Autism Spectrum Disorders
- SPAI 396 – Family Dynamics with Autism Spectrum Disorders
- SPAI 430 – Assessment and Intervention in Autism Spectrum Disorders (ASD)
- SPAI 440 – Principles of Positive Behavior Support for Students with Autism Spectrum Disorders

If you have any questions, please contact Evan Finley, Course and Program Development Associate (487-8954, efinley2@emich.edu).

Attachment: New Program and Course Proposals

cc:

Michael Sayler, Dean, College of Education  
Judith Kullberg, President, Faculty Senate  
Calvin McFarland, Director, Academic and Career Planning  
Pat Cygnar, Director, Community College Relations  
Julie Knutson-Garcia, Director, Extended Programs  
John Feldkamp, Assistant Director, Honors College  
Ramona Milligan, Coordinator, Registration  
Carol Evans, Transfer Equivalency Coordinator, Records & Registration  
Ann Richards, Assistant Director, Admissions Processing  
Mary Butkovich, Halle Library  
Bin Ning, Assistant Vice President and Executive Director, IRIM  
Derrick Fries, Special Education  
Sally Burton-Hoyle, Special Education  
Original, Catalog Office

## **Special Education Major K-12 Autism Spectrum Disorders Endorsement – Elementary**

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### **New Program, effective date TBD**

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization, and academics.

These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from 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 ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports and remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in communication, social, behavioral and academic areas and the development of accommodations and modifications for the family, community and general education teachers to implement, enabling students to spend as much time as possible in the general education program.

The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism 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. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

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 autism spectrum disorders.

## Department Information:

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Special Education - College of Education

**Janet Fisher, Ed.D.**

Department Head

128 Porter Bldg

(734) 487-3300

[jfisher3@emich.edu](mailto:jfisher3@emich.edu)

[Department Website](#)

## Advisor Information:

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*Contact department for advisor information.*

## Teacher Certification:

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Completion of the Special Education Major K-12 Autism Spectrum Disorders 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 Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education

## Initial Teacher Preparation Program Admission

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In order to pursue the sequence of courses necessary to complete eligibility for recommendation for certification, one must apply for and be admitted to the teacher preparation program. Admission requirements are common for all teacher preparation programs, except that certain special education programs have additional requirements.

Each undergraduate student is responsible for applying to the teacher preparation program immediately after the semester in which the student has 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 teacher preparation program without 12 earned hours at EMU.

**Admission to the teacher preparation program is not automatic and is a two phase process.** Only those persons who have formally applied are considered for admission. Not all persons who apply become eligible for admission.

Applications for the Initial Teacher Preparation Program at EMU **are available within your my.emich account under the "Student" tab.** Submit your completed application to the Office of Academic Services once you have earned 56 credit hours.

Teaching majors and minors are unofficial until program admission. Students pursuing teacher certification should follow the catalog that exists at the time of program admission. It is important that students apply to the

teacher preparation program as soon as they have earned 56 credit hours.

## Admission Criteria:

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### Admission to Phase I of the Initial Teacher Preparation Program (ITTP):

*Students must meet all of the following requirements:*

- Completion of 56 credit hours
- Appropriate cumulative GPA. One of:
  - An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. An EMU GPA of 2.5 or higher in your major, based on at least one course in your 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.
  - Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
- A grade of "C" or higher in the following courses (if taken):
  - [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) or [ENGL 121](#)
  - [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#)
  - [MATH 108 - Problem Solving and Number Concepts for Elementary School Teachers](#)
  - [MATH 110E - Mathematical Reasoning: Applications for Elementary School Teachers \(GEQR\)](#)
  - [PHY 100 - Physics for Elementary Teachers \(GEKN\)](#)
  - [ESSC 202 - Earth Science for Elementary Teachers \(GEKN\)](#)
  - all of the professional education courses, all courses that state "for elementary teachers," and, if special education, [PSY 101](#).
- 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:
  - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
  - *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
  - *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- ICHAT criminal background check, and Statement of Civil/Criminal Convictions. If you answered yes to any of the civil/criminal conviction questions on the application, you will need to provide:
  - A copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction.
  - A written explanation of the offense(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
- Attendance at Group Advising Session required. Your major may require additional advising sessions.

### Admission to Initial Teacher Preparation Program Candidacy:

*Students must meet all of the following requirements, and complete Phase I before starting Phase II:*

- A grade of "C" or higher in the following courses (courses must be completed):
  - [CURR 304 - Curriculum and Methods: Elementary](#)
  - [RDNG 300 - Early Literacy](#)
  - [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#)
- Official Test Scores showing competency in **all three** 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:

- *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
- *Writing*: PRE pass, Basic Skills pass, ACT combined English /writing 24 or higher, or MME writing 1129 or higher.
- *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- A Dispositions Review from [CURR 304](#) will be completed in LiveText. Students will be responsible for saving this as a .PDF and uploading the file with their iChat form when applying to the ITTP.

## Continuance Criteria

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Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 GPA.
2. Maintenance of a 2.5 GPA in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. A major course may be repeated only once.
4. Demonstration of behaviors which indicate stability, maturity, understanding and aptitude as judged necessary for predicted success in the professional field of special education. Such qualitative judgments will be made by the department faculty.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise faculty of any extenuating circumstances that may aid faculty in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

### Termination from the Department

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with program area faculty for discussion of academic performance and continuation in the program.

## General Education Requirements:

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For specific General Education requirements, click [here](#).

## Professional Elementary Education Sequence: 44-56 hours

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### Pre-Admission Phase - The Learner and the Community: 11 hours

*Students must be Sophomore standing or higher to begin this phase.*

- [CTAR 300 - Integrated Arts](#) 3 hrs
- [EDPS 325 - Life Span Human Growth and Development](#) 4 hrs
- [HLED 320 - Health Education in the Elementary Grades](#) 2 hrs

- [PHED 257 - Physical Education for the Classroom Teacher](#) 2 hrs

**Phase I - Curriculum, Assessment, and the Social Context: 15 hours**

*Students must complete the Pre-admission Phase prior to enrolling in the following two courses, but may enroll prior to Phase I admission*

- [RDNG 300 - Early Literacy](#) 3 hrs
- [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#) 3 hrs

*Formal admission to the Phase I of the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [CURR 304 - Curriculum and Methods: Elementary](#) 3 hrs
  - [GEOG 348 - Teaching Social Studies in Elementary Schools](#) 3 hrs
- One course from the following:*
- [PRCT 304L4 - Practicum I: Elementary \(GELB\)](#) 3 hrs
  - [SPAI 240 - Pre-Clinical Experiences — Autism Spectrum Disorders](#) 3 hrs
  - [SPCI 240 - Preclinical Experiences — Cognitive Impairment](#) 3 hrs
  - [SPEI 240L4 - Pre-clinical Experiences — Emotional Impairment \(GELB\)](#) 3 hrs
  - [SPLI 240 - Pre-Clinical Experiences - Learning Disabilities](#) 3 hrs
  - [SPPI 240L4 - Preclinical Experiences — POHI \(GELB\)](#) 3 hrs

**Phase II - Content and Methods and Teaching: 12 hours**

*Completion of Phase I and formal admission to Initial Teacher Preparation Program Candidacy is required to begin Phase II.*

- [BIOT 303 - Life Science for Elementary Teachers](#) 3 hrs
- [MATH 381 - Teaching Mathematics in Elementary School](#) 3 hrs
- [PRCT 310L4 - Practicum II: Elementary \(GELB\)](#) 3 hrs
- [RDNG 310 - Literacy Across the Curriculum in the Intermediate Grades](#) 3 hrs

**Phase III - Capstone Experience: 6-18 hours**

*Completion of Phase II is required to begin this phase*

- [EDUC 499L4 - Student Teaching \(GELB\)](#) 6 hrs
- [SPGN 491 - Special Education Student Teaching and Seminar](#) 12 hrs

*Students pursuing the [Special Education Major K-12 Speech/Language Pathology Endorsement - Elementary](#) are not required to complete SPGN 491. All other K-12 Special Education Majors - Elementary programs are required to complete both courses.*

## Major Requirements: 80 hours

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### Liberal Arts Requirements: 36 hours

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- [ARTE 220 - Visual Arts for Elementary Teachers \(GEKA\)](#) 3 hrs
- [CHL 207 - Introduction to Children's Literature \(GEKH\)](#) 3 hrs
- [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#) 3 hrs
- [ESSC 202 - Earth Science for Elementary Teachers \(GEKN\)](#) 3 hrs
- [GEOG 110 - World Regions \(GEGA\)](#) 3 hrs

- [HIST 123 - The United States to 1877 \(GEKS\)](#) 3 hrs
- [MATH 108 - Problem Solving and Number Concepts for Elementary School Teachers](#) 3 hrs
- [MATH 110E - Mathematical Reasoning: Applications for Elementary School Teachers \(GEOR\)](#) 3 hrs
- [MUSC 220 - Music for the Elementary Teacher \(GEKA\)](#) 3 hrs
- [PHY 100 - Physics for Elementary Teachers \(GEKN\)](#) 3 hrs
- [PLSC 112 - American Government \(GEKS\)](#) 3 hrs
- [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) 3 hrs

## K-12 Special Education Core: 26 hours

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- [PSY 101 - General Psychology Lecture \(GEKN\)](#) 3 hrs
- [SPGN 251 - Introduction to Inclusion and Disabilities Studies in a Diverse Society \(GEUS\)](#) 3 hrs
- [SPGN 271 - Speech and Language Development in Children, Adolescents and Young Adults with Exceptional Learning Needs](#) 2 hrs
- [SPGN 323W - Writing for Professionals in Special Education \(GEWI\)](#) 3 hrs
- [SPGN 395 - Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction](#) 3 hrs

*Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [SPGN 390 - Measurement and Diagnosis in Special Education](#) 3 hrs
- [SPGN 461 - Classroom Management and Intervention Strategies for Students with Disabilities](#) 3 hrs
- [SPGN 471 - Curriculum and Transitions for Secondary Special Education](#) 3 hrs
- [SPGN 481 - Assistive and Instructional Technology in Special Education](#) 3 hrs

## Autism Spectrum Disorders Endorsement: 18 hours

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*SPAI 240 and SPGN 491 are considered major requirements, but only count once towards the degree.*

- [SPAI 220 - Introduction to Autism Spectrum Disorders](#) 3 hrs
- [SPAI 335 - Language and Communication for Individuals with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 345 - Curriculum and Instructional Strategies in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 396 - Family Dynamics with Autism Spectrum Disorders](#) 3 hrs

*Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [SPAI 430 - Assessment and Intervention in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 440 - Principles of Positive Behavior Support for Students with Autism Spectrum Disorder](#) 3 hrs

## Minor Requirement:

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*This program does not require a minor.*

## Program Total:

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Students must earn a minimum total of 124 credits at the 100-level or above.



## Pre-Student Teaching Experience Requirements

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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:

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

## Critical Graduation Information:

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The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. **Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.** A Bachelor of Arts degree requires completion of one year of college credit in a world language.
- Meet the requirements of the General Education program (see information below).
- Complete a [Writing Intensive \(WI\)](#) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; **courses taken at community colleges cannot be used to meet this requirement.** (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.
- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
  - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
  - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
  - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a minor
- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside

the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.

- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor, will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

**General Education Requirements:**

EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available on the General Education section of the catalog: [General Education](#)

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

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## Special Education Major K-12 Autism Spectrum Disorders Endorsement - Secondary

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### **New Program, effective date TBD**

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization, and academics.

These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from various academic skills, including,

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The Special Education Major (K-12) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism 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. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

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 autism spectrum disorders.

## Department Information:

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Special Education - College of Education

**Janet Fisher, Ed.D.**

Department Head

128 Porter Bldg

(734) 487-3300

[jfisher3@emich.edu](mailto:jfisher3@emich.edu)

[Department Website](#)

## Advisor Information:

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*Contact department for advisor information.*

## Teacher Certification:

---

Completion of the Special Education Major K-12 Autism Spectrum Disorders 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 Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education.

## Initial Teacher Preparation Program Admission

---

In order to pursue the sequence of courses necessary to complete eligibility for recommendation for certification, one must apply for and be admitted to the teacher preparation program. Admission requirements are common for all teacher preparation programs, except that certain special education programs have additional requirements.

Each undergraduate student is responsible for applying to the teacher preparation program immediately after the semester in which the student has 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 teacher preparation program without 12 earned hours at EMU.

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Applications for the Initial Teacher Preparation Program at EMU **are available within your my.emich account under the "Student" tab.** Submit your completed application to the Office of Academic Services once you have earned 56 credit hours.

Teaching majors and minors are unofficial until program admission. Students pursuing teacher certification should follow the catalog that exists at the time of program admission. It is important that students apply to the

teacher preparation program as soon as they have earned 56 credit hours.

## Admission Criteria:

---

### Admission to Phase I of the Initial Teacher Preparation Program (ITTP):

*Students must meet all of the following requirements:*

- Completion of 56 credit hours
- Appropriate cumulative GPA. One of:
  - An overall EMU GPA of 2.5 or higher based on a minimum of 12 credit hours taken at EMU. An EMU GPA of 2.5 or higher in your major, based on at least one course in your 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.
  - Transferred 56 credits with a cumulative 3.0 GPA from all previous institutions.
- A grade of "C" or higher in the following courses (if taken):
  - [WRTG 121 - Composition II: Researching the Public Experience \(GEEC\)](#) or [ENGL 121](#)
  - [CTAC 124 - Foundations of Speech Communication \(GEEC\)](#)
  - [Quantitative Reasoning \(GEOR\)](#)
  - One Lab Science
  - all of the professional education courses, and, if special education, [PSY 101](#).
- 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:
  - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.
  - *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
  - *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- ICHAT criminal background check, and Statement of Civil/Criminal Convictions. If you answered yes to any of the civil/criminal conviction questions on the application, you will need to provide:
  - A copy of the Judgment of Sentence, or Registrar of Actions, or Certification of Conviction.
  - A written explanation of the offense(s). Application of students with civil/criminal convictions will be carefully reviewed and may take longer to process.
- Attendance at Group Advising Session required. Your major may require additional advising sessions.

### Admission to Initial Teacher Preparation Program Candidacy:

*Students must meet all of the following requirements, and complete Phase I prior to starting Phase II:*

- A grade of "C" or higher in the following courses (courses must be completed):
  - [CURR 305 - Curriculum and Methods: Secondary](#)
  - [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#)
- Official Test Scores showing competency in **all three** 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:
  - *Mathematics*: PRE pass, Basic Skills pass, ACT mathematics 22 or higher, or MME mathematics 1116 or higher.

- *Writing*: PRE pass, Basic Skills pass, ACT combined English/writing 24 or higher, or MME writing 1129 or higher.
- *Reading*: PRE pass, Basic Skills pass, ACT reading 22 or higher, or MME reading 1108 or higher.
- A Dispositions Review from [CURR 305](#) will be completed in LiveText. Students will be responsible for saving this as a .PDF and uploading the file with their iChat form when applying to the ITTP.

## Continuance Criteria

---

Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 GPA.
2. Maintenance of a 2.5 GPA in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. A major course may be repeated only once.
4. Demonstration of behaviors which indicate stability, maturity, understanding and aptitude as judged necessary for predicted success in the professional field of special education. Such qualitative judgments will be made by the department faculty.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise faculty of any extenuating circumstances that may aid faculty in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

### Termination from the Department

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with program area faculty for discussion of academic performance and continuation in the program.

## General Education Requirements:

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For specific General Education requirements, click [here](#).

## Professional Secondary Education Sequence: 22-34 hours

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### **Pre-Admission Phase - The Learner and the Community: 4 hours**

*Students must be Sophomore standing or higher to begin this phase*

- [EDPS 325 - Life Span Human Growth and Development](#) 4 hrs

### **Phase I - Curriculum, Assessment, and the Social Context: 6 hours**

*Students must complete the pre-admission phase prior to enrolling in the following course, but may enroll prior to admission to Phase I*

- [SOFD 328W - Schools for a Diverse and Democratic Society \(GEWI\)](#) 3 hrs

*Formal admission to Phase I of the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [CURR 305 - Curriculum and Methods: Secondary](#) 3 hrs

### **Phase II - Content and Methods and Teaching: 6 hours**

*Completion of Phase I and formal admission to Initial Teacher Preparation Program Candidacy is required to begin Phase II.*

- [RDNG 311 - Teaching Reading in the Secondary School](#) 3 hrs
- Methods Teaching Course in Minor area of concentration 3 hrs

### **Phase III - Capstone Experience: 6-18 hours**

*Students must complete Phase II prior to beginning this phase*

- [EDUC 499L4 - Student Teaching \(GELB\)](#) 6 hrs
- [SPGN 491 - Special Education Student Teaching and Seminar](#) 12 hrs

*Students pursuing the [Special Education Major K-12 Speech/Language Pathology Endorsement - Secondary](#) are not required to complete SPGN 491. All other K-12 Special Education Majors - Secondary programs are required to complete both courses.*

## **Major Requirements: 47 hours**

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### **K-12 Special Education Core: 26 hours**

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- [PSY 101 - General Psychology Lecture \(GEKN\)](#) 3 hrs
- [SPGN 251 - Introduction to Inclusion and Disabilities Studies in a Diverse Society \(GEUS\)](#) 3 hrs
- [SPGN 271 - Speech and Language Development in Children, Adolescents and Young Adults with Exceptional Learning Needs](#) 2 hrs
- [SPGN 323W - Writing for Professionals in Special Education \(GEWI\)](#) 3 hrs
- [SPGN 395 - Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction](#) 3 hrs

*Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [SPGN 390 - Measurement and Diagnosis in Special Education](#) 3 hrs
- [SPGN 461 - Classroom Management and Intervention Strategies for Students with Disabilities](#) 3 hrs
- [SPGN 471 - Curriculum and Transitions for Secondary Special Education](#) 3 hrs
- [SPGN 481 - Assistive and Instructional Technology in Special Education](#) 3 hrs

### **Autism Spectrum Disorders Endorsement: 21 hours**

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*[SPGN 491](#) is considered a major requirement, but only counts once towards the degree.*

- [SPAI 220 - Introduction to Autism Spectrum Disorders](#) 3 hrs
- [SPAI 240 - Pre-Clinical Experiences — Autism Spectrum Disorders](#) 3 hrs
- [SPAI 335 - Language and Communication for Individuals with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 345 - Curriculum and Instructional Strategies in Autism Spectrum Disorder](#) 3 hrs
- [SPAI 396 - Family Dynamics with Autism Spectrum Disorders](#) 3 hrs
- [SPAI 430 - Assessment and Intervention in Autism Spectrum Disorder](#) 3 hrs

*Admission to the Initial Teacher Preparation Program is required to enroll in the following courses:*

- [SPAI 440 - Principles of Positive Behavior Support for Students with Autism Spectrum Disorder](#) 3 hrs

## Teachable Minor:

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Minor options include:

- [Biology](#)
- [Chemistry](#)
- [Communication, Media, and Theatre Arts](#)
- [Computer Science](#)
- [Earth Science](#)
- [French Language](#)
- [German Language](#)
- [Health](#)
- [Language/Literature/Writing](#)
- [Mathematics](#)
- [Physical Education](#)
- [Physics](#)
- [Spanish Language](#)

## Program Total:

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Students must earn a minimum total of 124 credits at the 100-level or above.

## Pre-Student Teaching Experience Requirements

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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:

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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.

## Critical Graduation Information:

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The following are minimum requirements for all bachelor's degrees awarded by Eastern Michigan University. Some majors and minors require more than the minimum in one or more of the areas below; students are urged to consult the on-line catalog for the requirements of their particular programs.

- Earn a minimum total of 124 credits at the *100-level and above*. **Courses with numbers below 100 will not be counted toward this degree requirement. At most 8 credit hours of physical education (PEGN) activity courses will be counted toward this requirement.** A Bachelor of Arts degree requires completion of one year of college credit in a world language.
- Meet the requirements of the General Education program (see information below).
- Complete a [Writing Intensive \(WI\)](#) Course in your major.
- Earn a minimum of 60 credits from a four-year college or university; **courses taken at community colleges cannot be used to meet this requirement.** (Some formal program-to-program articulation agreements modify this requirement. See specific agreements for details.)
- Earn a minimum of 30 credits from courses taken at EMU.



- Complete 10 of the last 30 hours for the degree from courses taken at EMU.
- Have a minimum of 30 *unique* credit hours in their major and 20 *unique* credit hours in their minor for a total of at least 50 unique credit hours between them. Some majors that require 50 or more hours themselves do not require a minor; students should check requirements of the selected major in the undergraduate catalog to see if a minor is required.
- Earn no more than 60 credit hours in one subject area (prefix). Credits in excess of the 60 maximum will not be counted toward the minimum of 124 credits required for a bachelor's degree.
- Earn the minimum number of credits in 300-level and above courses in each major and minor as specified below - these credits must be earned in distinct courses; that is, no course can be used to fulfill this requirement in more than one major or minor.
  - Earn a minimum of 6 credits in 300-level or higher courses at EMU in each minor
  - Earn a minimum of 9 credits in 300-level or higher courses at EMU in each major that requires a minor.
  - Earn a minimum of 15 credits in 300-level or higher courses at EMU in each major that does not require a minor
- Transfer credit will be awarded for courses taken at colleges and universities that are accredited by one of the recognized regional accrediting bodies only if the courses are college-level (equated to 100-level or above at EMU) and the student earned a "C" (or 2.0 on a 4 point scale) or better. Transfer credit may be awarded on a case-by-case basis for college-level courses in which a "C" (2.0) or better was earned at institutions outside the U.S. or at non-accredited U.S. institutions; the internal review of such courses is conducted by individual departments/schools within EMU, and additional documentation may be required. *Please note:* EMU awards only credits for transferred courses; grades are not used in the calculation of an EMU GPA.
- Earn a minimum cumulative GPA of 2.0 in courses taken at EMU in order to graduate. In addition, a minimum cumulative GPA of 2.0 must be reached in each major and minor. Only courses taken at EMU and those applied to a student's major or minor, will be used in the calculation of their major and minor cumulative GPAs. (Note: some programs may require a higher GPA - check with your program advisor.)

**General Education Requirements:**

EMU's General Education Program requires students to choose from a menu of approved courses in several different areas; do not assume that other courses in the same department or with similar names will fulfill these requirements. A detailed description of General Education requirements is available on the General Education section of the catalog: [General Education](#)

Students who transferred to EMU may have modified general education requirements based on Michigan Transfer Agreement (MTA) or articulation agreements; consult your academic advisor for additional information.

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1003

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**OUTLINE FOR SUBMITTING PROPOSALS FOR NEW DEGREE PROGRAMS**

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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) AUTISM SPECTRUM DISORDERS

DEGREE: B.S. REQUESTED START DATE FALL 2016

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

CONTACT PERSON: DERRICK R. FRIES & SALLY BURTON-HOYLE CONTACT PHONE: 734-487-2720

CONTACT EMAIL: DFRIES@EMICH.EDU & SBURTONH@EMICH.EDU

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**I. Description:**

**1. Goals, Objectives, Student Learning Outcomes**

- **State the general philosophy and intent of the proposed program.**

Autism Spectrum Disorders (ASD) is a neurologically based disability causing persons to process information differently. Processing deficits may include input, central processing and output involving various cognitive processes. ASD primarily impacts communication, verbal and language, socialization and academics. These processing deficits may impact a person's ability to master communication and socialization, which impacts behavior and the ability to benefit from 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 ASD are at greater risk for failure in K-12 educational systems, including failure to master basic skills and failure to meet content area standards towards graduation.

Special education services for students with ASD may involve teaching communication and socialization skills, behavioral supports and remediation of basic academic skills and compensation for academic skills and processing deficits impacting learning. This involves both direct instruction in communication, social, behavioral and academic areas and the development of accommodations and modifications for the family, community and 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) ASD endorsement program is based on the belief that teachers with an ASD endorsement need a firm grounding in the theory of autism 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. Strong focus will be given to developing both individual student profiles, involving the assessment and analysis of processing and academic skills, and a wide repertoire of strategies for direct instruction of skills and collaboration with general education personnel to develop accommodations and modifications.

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 autism spectrum disorders.

- **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) Autism Spectrum Disorders 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 ASD.
  - a. The identification of ASD, including
    - i. The etiology and characteristics of ASD – communication, behavioral and academics, and developmental factors influencing identification.
    - ii. The relationship between ASD and other commonly associated conditions
  - b. The common manifestations of ASD across the age span, including
    - i. Issues of strategic performance and self-determination in older students
    - ii. The interplay among cognition, communication, socialization and sensory processing disorders
  - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
    - i. Managing and monitoring the social, emotional and behavioral needs of students with ASD in a variety of group settings
  - d. Issues related to ASD 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 ASD
    - v. Collaboration with general education teachers, families, and allied service providers
2. Students will integrate historical, theoretical, and legal perspectives of ASD.
  - a. The identification of ASD including
    - i. The relationship between ASD and other commonly associated conditions

- b. The common manifestations of ASD across the age span including
    - i. Problems with academic performance in communication, socialization, behavior and academic areas such as literacy, math, and content areas across the K-12 spectrum
  - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
    - i. Adapting and modifying general education curricula, pedagogic approaches and learning environments for students with ASD.
  - d. Issues related to ASD 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 ASD
    - v. Collaboration with general education teachers, families and allied service providers
3. Students will use a variety of assessment strategies to identify students with ASD, develop appropriate communication, behavioral, and instructional programs, and monitor student progress.
- a. The identification of ASD including
    - i. Diagnostic principles and practices
    - ii. Sociocultural, linguistic and environmental factors influencing identification
  - b. The common manifestations of ASD 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. Problems with behavior, communication, and socialization
  - c. Assessing, teaching and modifying instruction and curricula for students with ASD across the K-12 continuum related to all of the following
    - i. Administering and adapting formal and informal assessment method for instructional planning
    - ii. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, including
      - 1. Career/transition programs
      - 2. Access to adult role models
      - 3. Communication and behavioral supports
      - 4. 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 ASD theory, research and policy, including
  - i. Definition and identification
  - ii. Medical vs. educational eligibility
  - iii. Legislation and regulations
  - iv. Pre-referral, referral and placement
  - v. Instruction and assessment of educational progress for students with ASD
  - vi. Collaboration with general education teachers, families, community agencies, and allied service providers
4. Students will develop and apply instructional strategies and accommodations appropriate for each student with ASD.
  - a. The common manifestations of ASD 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 ASD across the K-12 continuum related to all of the following
    - i. Administering and adapting formal and informal assessment methods for instruction planning
    - ii. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, including
      1. Career/transition programs
      2. Access to adult role models
      3. Use of assistive technology
    - vi. 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
  - vii. Fostering
    - 1. Study skills and test-taking skills
    - 2. Self-management
    - 3. Problem solving
    - 4. Reasoning
    - 5. Coping skills
    - 6. Self-determination
  - viii. Managing and monitoring the social, emotional and behavioral needs of students with ASD 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 ASD.
- 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 ASD
  - b. Issues related to autism spectrum disorders 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 ASD
    - 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 ASD.
- a. Developing and implementing instructional and curricular goals, monitoring and reporting the progress related to the unique needs of students with ASD, 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

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

The Autism Spectrum Disorders 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 learning 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

## 2. Program

Completion of the Special Education Major K-12 Autism Spectrum Disorders 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 Autism Spectrum Disorders. This program of study meets all requirements of the Council for Exceptional Children and has been approved by the Michigan Department of Education (see Appendix C).

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 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 on file (have been previous approved) and REQUIRED like all other Special Education undergraduate programs. See Appendix E 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 471: Curriculum and Transitions for Secondary Special Education Students (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 A for Request for New Course proposals and syllabi.

SPAI 220 Introduction to Autism Spectrum Disorders (3 credit hours)  
SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 credit hours)  
SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3 credit hours)  
SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 credit hours)  
SPAI 396 Social Psychology of Family and Community (3 credit hours)  
SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 credit hours)  
SPAI 440 Principles of Positive Behavioral Supports for Students with Autism Spectrum Disorders (3 credit hours)

- 3. Describe the Program Delivery Plan, i.e. whether it will be offered on or off campus, online, 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 hybrid, 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 B.

- 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 Autism Spectrum Disorders Endorsement major is a 59 credit hour program.

*Special Education K-12 Major with Autism Spectrum Disorders Endorsement and Elementary Teaching Certificate (Liberal Arts Major):*

59 credit hours Special Education / Autism Spectrum Disorders core courses

37 credit hours Professional Education Sequence

42 credit hours General Education / Liberal Arts

138 credit hours TOTAL

*Special Education K-12 Major with Autism Spectrum Disorders Endorsement and Secondary Teaching Certificate (and teachable minor)*

59 credit hours Special Education / Autism Spectrum Disorders core courses

20 credit hours Professional Education Sequence

24 credit hours teachable minor

35 credit hours General Education

139 credit hours TOTAL

### **7 and 8. Graduate Programs Only**

Does not apply.

### **3. 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 ASD graduate program there are about 60-70 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 3 full time tenured faculty members in the ASD Area at EMU. The plan is that these three individuals will teach the methodology courses in the ASD undergraduate program. If at some point additional faculty becomes necessary, the ASD Area faculty will collaborate and select an appropriate faculty member.

About 4 years after the ASD undergrad program begins, the ASD Area faculty will work closely with part-time lecturers who are supervising student teachers. The students will be assigned to established schools, school districts, and cooperating teachers. Cooperating teachers will have an endorsement in ASD.

## II. Justification/Rationale

### 1. Evidence of Need

The prevalence of ASD has increased across the country to one in 68 children (CDC, 2014). Data from the Michigan Department of Education indicates that in 1990, 1208 children between the ages of birth to 26 identified with ASD were receiving special education services; whereas, at the end of 2014, 17,986 children were receiving services under the ASD eligibility. Students with Autism Spectrum Disorders (K-12) are on track to be the largest group of students receiving special education services. Many of the undergraduate majors in the Department of Special Education at EMU become employed in resource room teaching positions after graduation. As the ASD population increases, the need for qualified teachers is imperative. There are currently no university programs offering the ASD undergraduate endorsement, but it is highly likely that once this program is initiated, other universities will follow suit. This allows EMU to be "ahead

of the game” and maintain a competitive position in a field that will only increase in demand over time.

Currently, EMU has no undergraduate major in Autism Spectrum Disorders, and, therefore, its program graduates are responsible for the delivery of high quality special education services to students with ASD while holding an endorsement in another disability area such as emotional impairment or cognitive impairment. Offering the Special Education Major K-12 Autism Spectrum Disorders 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 imminent need in the field of practice.

#### **B. Similar Programs in Michigan**

There are no similar programs in the state of Michigan.

#### **C. Evidence of Support**

With the support of Dean Joseph and application funding from the College of Education, the Autism Spectrum Disorders program area submitted an application for a new undergraduate program with endorsement in Autism Spectrum Disorders to The Michigan Department of Education (MDE). In a letter dated March 11, 2015, Dr. Shawn Quilter received notification that MDE approved this new undergraduate program (see Appendix C).

In addition to MDE approval for the undergraduate program in Autism Spectrum disorders, special education administrators in Michigan support the establishment of this program at EMU. Some the comments from EMU undergraduate students

- “I believe it is very valuable to support this training at the undergraduate level.”
- “EMU currently has a Masters level ASD program. Why not an Undergraduate program?”

### **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 Autism Spectrum Disorder area in the Department of Special Education, and it is believed that this staffing will be sufficient to begin the undergraduate special education major with an ASD endorsement.

Bill Cupples has been teaching full time at Eastern Michigan University for the past twenty years and is currently a Full Professor. He has been a Speech Pathologist at EMU for many years prior to this and has held many other positions in the educational field.

Sally Burton-Hoyle has been teaching full time at Eastern Michigan University for the past ten years and is currently an Associate Professor. She is the current director of the EMU College Supports Program and is a world-renowned ASD expert. She has held many other positions in the ASD educational field.

Derrick Fries has been teaching full time at Eastern Michigan University for the past ten years and is currently an Associate Professor. He is the Department’s Graduate Coordinator and is a past Special Education Director 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 ASD 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 D.

**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 ASD for over 9 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 ASD endorsement.

Additionally, Halle Library provides strong support for the existing undergraduate programs offered through the Department of Special Education: autism spectrum disorders, 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 ASD 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). 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 the ASD, 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.)**

Identical to other pre-existing undergraduate special education programs

- 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 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 ASD/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 ASD Endorsement major corresponds to the six program goals:

1. Students will articulate and apply the theoretical and practical definition and characteristics of autism spectrum disorders.

Key Assessments	Assessment Schedule
a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders	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
• SPAI 220: Introduction to Autism Spectrum Disorders	Taken after SPGN 251 but before other SPAI courses
• SPAI 430: Assessment and Intervention in Autism Spectrum Disorders	Taken after SPAI 220
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 Autism Spectrum Disorder.

Key Assessments	Assessment Schedule
-----------------	---------------------

- a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders 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 end of the program
    - SPAI 430: Assessment and Intervention in Autism Spectrum Disorders Taken after SPGN 251 but before other SPAI courses
    - SPAI 396: Social Psychology of Family and Community Taken after SPGN 390
    - SPAI 440: Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders Taken after SPAI 430
  - 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 ASD, develop appropriate instructional programs, and monitor student progress.

Key Assessments

Assessment Schedule

- a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders 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 end 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
  - SPAI 240: Pre-Clinical Experiences for Autism Spectrum Disorders Taken near the beginning of the program
  - SPAI 396: Social Psychology of Family and Community Taken after SPGN 390
- b. Lesson Modification Project in SPGN 251 Taken near the beginning of the program

- c. Curriculum-based Test Project in SPGN 390 Taken near the end of the program
  - d. Behavior Change Plan (BCP) in SPGN 461 Taken near the middle or in the end of the program
  - e. 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 ASD.

Key Assessments	Assessment Schedule
a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders	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 end 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
• SPAI 240: Pre-Clinical Experiences for Autism Spectrum Disorders	Taken near the beginning of the program
• SPAI 430: Assessment Methods for Students with Autism Spectrum Disorders and Other Mild Disabilities	Taken after SPGN 390
• SPAI 345: Curriculum and Instructional Strategies in Autism Spectrum Disorders	Taken in the middle or near the end of the program
• SPAI 335: Language and Communication for individuals with Autism Spectrum Disorders	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 ASD.

Key Assessments

Assessment Schedule

- |   |  |
|---|--|
| a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders.  | Taken after at least 90% of coursework is completed  |
| b. Grades of "C" or better in the following courses:  |  |
| <ul style="list-style-type: none"> <li>• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society</li> <li>• SPGN 395: Children, Adolescents, and Young Adults: Family, School and Community Interaction</li> <li>• SPGN 491: Student Teaching (Special Education/Includes Seminar)</li> </ul> | <p>Taken near the beginning of the program</p> <p>Taken near the beginning or in the middle of the program</p> <p>Taken during the student's final semester in the program</p> |

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 autism spectrum disorders.

Key Assessments

Assessment Schedule

- |  |  |
|--|--|
| a. Michigan Test of Teacher Certification (MTTC): Autism Spectrum Disorders.   | Taken after at least 90% of coursework is completed  |
| b. Grades of "C" or better in the following courses:   |  |
| <ul style="list-style-type: none"> <li>• SPGN 251: Introduction to Inclusion and Disability Studies in a Diverse Society</li> <li>• SPGN 491: Student Teaching (Special Education/Includes Seminar)</li> <li>• SPAI 345: Curriculum and Instructional Strategies in Autism Spectrum Disorders</li> <li>• SPAI 430: Assessment and Intervention in Autism Spectrum Disorders</li> <li>• SPAI 482: Assistive Technology and Literacy in ASD</li> </ul> | <p>Taken near the beginning of the program</p> <p>Taken during the student's final semester in the program</p> <p>Taken after SPGN 251 but before other SPLI courses</p> <p>Taken after SPAI 240</p> <p>Taken in the middle or near the end of the program</p> |
| c. Lesson Modification Project in SPGN 251   | Taken near the beginning of the program  |
| d. Special Education Student Teaching  | Completed at the end of the special education  |

**V. Program Costs**

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

- The Undergraduate Program in Autism Spectrum Disorders will admit 25 new students a year.
- New courses (7) 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	25	SPAI 220 SPAI 240	\$9,245 \$9,245		\$18,490
2017-2018	50	SPAI 220 SPAI 240 SPAI 335 SPAI 396	\$9,245 \$9,245 \$9,245 \$9,245		\$36,980
2018-2019	75	SPAI 220 SPAI 240 SPAI 335 SPAI 345 SPAI 396 SPAI 430 SPAI 440	\$9,245 \$9,245 \$9,245 \$9,245 \$9,245 \$9,245 \$9,245	Supervision of 25 Student Teachers: \$12,000	\$76,715

Estimated Cost per year after 2018-2019: \$76,715, 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 5 yes 0 no 0 abstain  
Chair Nov. 18, 2015*

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

Vote of faculty: For 22 Against 0 Abstentions 0  
(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.

Department Head/School Director Signature \_\_\_\_\_ Date 12/2/15

**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.

\_\_\_\_\_  
College Dean Signature

12-4-15  
Date

**B. Graduate School (new graduate programs ONLY)**

\_\_\_\_\_  
Graduate Dean Signature

\_\_\_\_\_  
Date

---

**VII. Approval**

\_\_\_\_\_  
Associate Vice-President for Academic Programming Signature

4/14/16  
Date

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**VIII. Appendices**

Appendix A: New Course Proposals and Master Syllabi

Appendix B: Typical Programs of Study

Appendix C: Approval Letter from MDE 3/11/15

Appendix D: Autism Spectrum Disorders Area Faculty Vitas

Appendix E: Required Undergraduate Courses for Special Education Majors

## Appendix B-1

### Special Education Major K-12 Autism Spectrum Disorders Endorsement and Liberal Arts Major for Elementary Education

#### 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)  
MUSC 220 Music for Elementary 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.

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: 26 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 471 Curriculum and Transitions for Secondary Special Education Students (3 credit hours)  
\*SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

Teachers of Students with Autism Spectrum Disorders Endorsement: 33 credit hours

- SPAI 220 Introduction to Autism Spectrum Disorders (3 cr)  
SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 cr)  
SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3cr)  
SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 cr)  
SPAI 396 Social Psychology of Family and Community (3 cr)  
\*SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 cr)  
\*SPAI 440 Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders (3 cr)  
\*SPGN 491 Practicum/Student Teaching in ASD (12 cr)

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.

## Appendix B-2

### Special Education Major K-12 Autism Spectrum Disorders Endorsement and Secondary Teaching Certificate (with Teachable Minor) Program of Study

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: 26 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 471 Curriculum and Transitions for Secondary Special Education Students (3 credit hours)

\*SPGN 481 Assistive and Instructional Technology in Special Education (3 cr)

#### Teachers of Students with Autism Spectrum Disorders Endorsement: 33 credit hours

SPAI 220 Introduction to Autism Spectrum Disorders (3 cr)

SPAI 240 Pre-Clinical Experiences for Autism Spectrum Disorders (3 cr)

SPAI 335 Language and Communication for Individuals with Autism Spectrum Disorders (3cr)

SPAI 345 Curriculum and Instructional Strategies in Autism Spectrum Disorders (3 cr)

SPAI 396 Social Psychology of Family and Community (3 cr)

SPAI 430 Assessment and Intervention in Autism Spectrum Disorders (3 cr)

\*SPAI 440 Principles of Positive Behavioral supports for Students with Autism Spectrum Disorders (3 cr)

\*SPGN 491 Practicum/Student Teaching in ASD (12 cr)

### 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.





STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
STATE SUPERINTENDENT

March 11, 2015

Dr. Shawn Quilter, Interim Dean  
College of Education  
Eastern Michigan University  
310 Porter Building  
Ypsilanti, Michigan 48197

Dear Dr. Quilter:

The Michigan Department of Education is pleased to inform you Eastern Michigan University's application to prepare teachers of Autism Spectrum Disorder (SV) has been granted initial approval. This program may be offered as a K-12 major for elementary or secondary teaching certificates.

Eastern Michigan University is required to collect data related to the claims using key assessments for four years to determine the program efficacy. Any program changes or modifications based on annual data analysis initiated during initial approval must be reported to the Office of Professional Preparation Services. After four years, Eastern Michigan University must submit a letter requesting full approval, a report on fulfillment of the program claims, and any program changes or modifications made in response to analysis of key assessment data. This will be due **June 30, 2019** and must be submitted through [educatorprograms@michigan.gov](mailto:educatorprograms@michigan.gov).

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](mailto:WigentC@michigan.gov).

Sincerely,

Leah C. Breen  
Director  
Office of Professional Preparation Services

Enclosure

cc: Mary Elizabeth Kubitskey  
Amy Eastman  
Derrick Fries  
Sally Burton-Hoyle

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# Initial Approval of Specialty Program

## Recommendation to Prepare Teachers of Autism Spectrum Disorder (SV)

March 4, 2015

Institution: Eastern Michigan University					
Program Level	Major (# Credits)	Minor (# Credits)	Group Major (# Credits)	Group Minor (# Credits)	Endorsement (# Credits)
Elementary					
Secondary					
K-12	57				
<b>Source of Standards/Guidelines:</b> Michigan Administrative Rules for Special Education				Pub. Date: 2013	
<b>Program Assessment Summary</b>					
x	Meets all standards and requirements	Not all standards and requirements are met		Insufficient documentation for program review	
x	Approval	Not Approvable as Presented			
<b>Program Start Date: Fall, 2015</b>					
<b>Full Approval Request Due Date: June 30, 2019</b>					
<b>Comments:</b>					
<p>Eastern Michigan University (EMU) created an undergraduate program for candidates to be trained in Autism Spectrum Disorder (ASD). EMU has articulated six claims for their teacher candidates in the areas of ASD specific characteristics, assessments, instruction, communication, behavior, and collaboration. EMU must collect data on their candidates' ability to meet their claims using their key assessments. EMU must apply for full approval by <b>June 30, 2019</b>, by submitting a letter and report related to their claims and key assessments, and articulating any changes to their initially approved program based on their annual review of candidate efficacy data.</p>					