

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **9-Dec-15** Curriculum Bulletin _____
 Effective Date **Fall 2016** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **MED - Master of Education**
 Program Name **Special Education** Program Banner Code **SPED**
 Concentration(s) **ASL/English Interpreting** Concentration(s) Banner Code(s) **ASEI**
 Proposal **Temporarily suspend admissions**

Description of proposal:

This action suspends admission into the MED SPED ASEI concentration for two years to allow the program to be restructured. It is the intent to reinstate admission by fall, 2018.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **33** Proposed total credit hours **33**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The impact is minimal. Only three students have graduated from this concentration since the year 2000 and only one is currently enrolled. The licensure-preparation component still exists as a non-degree graduate program and the undergraduate concentration remains viable.

Units consulted (other departments, programs or campuses affected by this proposal):
Sr. Associate Provost/Interim Dean of Graduate Studies; Curriculum Services

REQUIRED ENDORSEMENTS

P. Dellmann-Jenkins 3/2/2016
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) 1/1

Cathie Estep 3/18/16
 College Dean (or designee)

Meloy Jenkins 3/30/16
 Dean of Graduate Studies (for graduate proposals)

Meloy Jenkins 3/30/16
 Senior Vice President for Academic Affairs or Provost (or designee)

Proposal Summary to Temporarily Suspend Admission M.Ed. Special Education ASL/English Interpreting

Full explanation of why the temporary suspension of admission to the program is being proposed:

This action suspends admission into the ASL/English Interpreting concentration of the Master of Education Special Education major [MED SPED ASEI] for two years to allow the program to be restructured. It is the intent to reinstate admission at the end of that time.

Historically, this concentration has been couched in Special Education and was structured according to the other concentrations within that major. However, many interpreters seeking a master's degree do not want a degree focused on Special Education, but rather they want a major that is related with ASL/English Interpreting. Additionally, the current curriculum focuses on the requirements for a license in interpretation and is predominantly comprised of graduate courses that are slashed with undergraduate equivalencies. The plan is to revise the major by incorporating graduate coursework that pertains more to what sign language interpreters do on a daily basis. The updated concentration will be an authentic master's program (not just slashed courses with UG and Grad in the same classes) which will offer more academic rigor to practicing interpreters. Note: The licensure-preparation component still exists as a non-degree graduate program and the undergraduate concentration remains viable.

Additionally, only three students have graduated from MED SPED ASEI since 2000 and one student is currently enrolled. Marketing strategies will be developed in order to increase enrollment in the revised concentration. For example, promotional materials will be sent to the 41 interpreter preparation bachelor degree programs in the United States. Recruitment could also be handled individually by materials being made available at interpreter workshops, as well as at state, regional, and national conferences. Furthermore, since the start of the concentration at the bachelor's level, we have had 82 graduates, who may be interested in pursuing an advanced degree. An even larger pool of potential students would be those interpreters who have an associate's degree in interpreting and a bachelor's degree in another discipline.

List of courses that will not be taught if admission into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects:

All of the courses that MED SPED ASEI graduate students currently take are used in other SPED concentrations and in other majors. Since ASEI enrollment is low, there will be no impact to other majors or courses. Special Education faculty have been notified and approve this action.

Effect on current students enrolled in the program, faculty, staff and active courses:

Since courses were slashed with undergraduate and graduate students, all of the active courses will still be offered to undergraduate students and to graduate students seeking licensure.

Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been

committed and now will not be used, and grants that could be jeopardized:

Other than tuition dollars from possible master's students, there will be no impact to staffing, library materials, facility, or equipment.

Term and year when it is anticipated that it will end (no temporary suspension of admission may exceed three years):

Fall 2018

Timetable and Actions Required: The proposal will go through the required curriculum approval process with changes to take effect fall 2016. Admission has already been suspended by the Provost's Office, effectively immediately. This proposal formalizes the suspension, informing students and advisors by publicizing it in the University Catalog. The following is the anticipated schedule:

Special Education approval: December 17, 2015
LDES SCC approval: March 3, 2016 (electronic vote)
presented to EHHS for approval: March 18, 2016
presented to EPC for approval: April 18, 2016

Special Education - Ed.S., M.Ed. and Ph.D.



College College of Education, Health and Human Services

Resources

Program Requirements

College Policies

Academic Policies

Department School of Lifespan Development and Educational Sciences
 405 White Hall
 Tel: 330-672-2294
 E-mail: oss@kent.edu
 Web: www.kent.edu/ehhs/ldes

(temporarily suspended)

Description

The **Master of Education** in Special Education consists of nine concentrations: Deaf Education, Early Childhood Intervention Specialist, Pre-Kindergarten Special Needs, ASL/English Interpreting, General Special Education, Gifted (temporarily suspended), Mild/Moderate Education Needs, Moderate/Intensive Educational Needs and Transition to Work. The M.Ed. in Special Education does not lead to consideration for teacher licensure. For students seeking initial licensure please see the Special Education non-degree graduate preparation for licensure programs (Deaf Education, Early Childhood Intervention, Mild to Moderate Educational Needs, or Moderate to Intensive Educational Needs) in the University Catalog. The ASL/English Interpreting non-degree graduate program prepares students for an interpreting license.

The *Deaf Education* concentration prepares candidates to work with deaf and hard-of-hearing students across inclusion, itinerant, resource room and self-contained public and residential classroom settings. Extensive field and teaching lab experiences optimize the preparation in combination with coursework in literacy, mathematics, science and social studies that result in eligibility to be designated as a "highly qualified" teacher in deaf education, reading and mathematics. Instructional methods are comprehensive in nature and provide the unique strategies necessary to address issues concomitant with hearing loss including language development in both English and American Sign Language, use of bilingual-bicultural methodologies and various assistive and instructional methodologies and various assistive and instructional technologies. The hierarchical coursework sequence concludes with thematic unit instruction that prepares candidates to work with the Core Curriculum to address all academic content areas as well as transition and student with additional needs. Students must pass the Sign Language Proficiency Interview at the Intermediate level prior to graduation and are eligible for pre K- 12 teaching licensure through the Ohio Department of Education.

The *Early Childhood Intervention Specialist* concentration is designed to train professionals to work with young children with diverse abilities (including those with severe disabilities) from age three to grade three, primarily in inclusive non-categorical settings. Training is provided on collaborating with general educators, special educators, related service providers, parents, and the community members. The program is grounded in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching young children. A family-guided and culturally responsive framework to serve young children with disabilities and their families is also followed and provides students with the skills necessary to participate in the global community, serve as critical consumers and lifelong learners, and operate as effective transdisciplinary team members.

The *Pre-Kindergarten Special Needs* concentration qualifies students to apply for an endorsement which can be added to any Special Education license, the Early Childhood Education license and/or the Pre-K validation. The endorsement provides teachers with the coursework and field experiences necessary to work effectively with pre-school aged children with disabilities in a variety of settings.

The *ASL/English Interpreting* concentration prepares students to work with children and adults who have hearing loss or are deaf in both educational and community settings. Graduates may apply for licensure from the State of Ohio to interpret in pre-K-12. Students also receive instruction and practice necessary to interpret in community settings, including medical and mental health venues, social service offices, job sites and universities to name a few. This intensive major challenges and prepares students for the dynamic and diverse field of sign language interpreting. All of the instructors are nationally certified with extensive careers as interpreters in a wide variety of venues. The coursework and instructors guide students in developing interpreting expertise, sign language fluency and professional ethics. Students have three years of ASL instruction. Coursework encompasses interpreting process models and their application; analytical approaches to professional and ethical decision-making; interpreting proficiency across a variety of settings and consumers; and comparative analysis of English and ASL through the study of linguistics, discourse structures and features, pragmatics and sociolinguistics. Students learn self-assessment strategies for lifelong learning and receive guidance in preparing for the RID NIC and EIPA national certifications. A key component for this major is over 500 hours of practicum experiences with interpreter mentors. Students qualify for the advanced interpreting practicum in their final semester by passing the Sign Language Proficiency interview (SLPI) at the intermediate level or a minimum level 2 score on the American Sign Language Proficiency Interview (ASLPI). *Temporarily Suspended*

The *General Special Education* concentration prepares quality teachers of exceptional learners. The general special education concentration provides an opportunity for already licensed teachers to engage in endorsement or certificate training to enhance their existing skills. Moreover, graduates learn to use evidence-based practices to guide their direct service, support and consultation skills in schools and other agencies as professionals work together with individuals with exceptionalities and their families.

The *Gifted* concentration enables educators to obtain an Ohio Endorsement for Gifted Education.
Temporarily Suspended

The *Mild/Moderate Educational Needs* concentration provides students with the coursework and field experiences for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires mild to moderate intervention (e.g. learning disabilities, emotional and behavioral disorders, intellectual disabilities, other health impairments).

The *Moderate/Intensive Educational Needs* concentration provides students with the coursework and field experiences necessary for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires moderate to intensive intervention (e.g. Autism Spectrum Disorder, intellectual disabilities, physical disabilities, multiple disabilities).

The *Transition to Work* concentration is for teachers licensed as Special Educators and vocational educators. This endorsement qualifies students to apply for an endorsement which leads to a single qualification applicable to all former transition roles (e.g., work study, vocational special education, Option IV). With field experience, graduates are prepared to support youth with disabilities in their transition planning and services.

The **Educational Specialist (Ed.S.)** prepares administrative leaders in Special Education. The Ed.S. degree is a post-master's program in which candidates are expected to attain a broad and systematic understanding of professional education, a definitive knowledge of a particular field of specialization and an ability to integrate and apply theoretical concepts of education in an actual educational context. This program is designed for the accomplished, experienced practitioner with specific professional aspirations. It is not designed for those who wish to pursue a research emphasis as a prelude to doctoral study.

The **Doctor of Philosophy (Ph.D.)** in Special Education is a research-focused program for individuals who want to pursue research topics that add to the knowledge base in special education. Students participate in research studies, learn methods for conducting research and design independent and collaborative studies in their specialty area. The Ph.D. in special education prepares individuals for academic faculty and research positions in colleges, universities, research centers and administrative and advocacy positions.


Admission Requirements

M.Ed.: Official transcript(s), goal statement, two letters of recommendation and Questions in Anticipation of Licensure form.

Please refer to the university policy for [graduate admission](#).

Kent State University Catalog 2015 - 2016

Special Education - M.Ed. Program Requirements

 [Download to print](#)

PROGRAM REQUIREMENTS (16 credits)			Credits
Course	Title		
EDAD 66518	Law and Special Education		3
SPED 63201	Contemporary Issues in Special Education		3
SPED 63300	Research Applications in Special Education		3
Elective Multidisciplinary courses			6
CULT 69522	Ethics in Professional Practice (3)		3
RHAB 57712	Introduction to Rehabilitation (3)		3
SPED 53309	Introduction to Deaf Studies (3) ¹		3
SPED 63030	Pharmacological Interventions in Special Education (3)		3
SPED 63956	Foundations Early Childhood (3)		3
SPSY 67973	Consultation in Help Professional (3)		3
CONCENTRATION REQUIREMENTS (18-27 credits)			
Title			
Deaf Education (18 credit hours)			
Early Child Interventional Specialist (18 credit hours)			
Pre-Kindergarten Special Needs (27 credit hours)			
ASL/English Interpreting (18 credit hours)			
General Special Education (18 credit hours)			
Gifted Education (endorsement) (17 credit hours)			
Mild/Moderate Educational Needs (18 credit hours)			
Moderate/Intensive Educational Needs (18 credit hours)			
Transition to Work (18 credit hours)			
THESIS OPTION			
Course	Title		
EVAl 65511	Research in Educational Services (3)		3
SPED 60199	Thesis I (6)		6
MINIMUM TOTAL			33

admission suspended

1. Students in the Deaf Education concentration should not take SPED 53309.

Important Major Notes:

- ◆ Students seeking a Reading Endorsement must see advisor before beginning ANY coursework.
- ◆ **Licensure Requirement (not required for graduation):** Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the [Ohio Department of Education-Educator Preparation](#) website for more information on assessments specific to licensure type.

Deaf Education Concentration

CONCENTRATION REQUIREMENTS (18 credits)			Credits
Course	Title		
EVAl 65510	Statistics I for Educational Services		3
Choose 15 credit hours of SPED Deaf Education coursework, as approved by advisor			15
MINIMUM SUBTOTAL			18

Early Childhood Intervention Specialist Concentration

CONCENTRATION REQUIREMENTS (18 credits)			Credits
Course	Title		
SPED 63301	Single Subject Research Methods		3
Choose 15 credit hours of SPED Early Childhood Intervention coursework, as approved by advisor			15
MINIMUM SUBTOTAL			18

Pre-Kindergarten Special Needs Concentration

CONCENTRATION REQUIREMENTS (27 credits)			Credits
Course	Title		
SPED 63950	Curriculum and Intervention in Early Childhood Services (3) or		3
SPED 63958	Early Childhood Intervention Methods (3)		3
SPED 63952	Family and Professional collaboration in Early Childhood		3
SPED 63953	Practical Applications: Birth to Five		3
SPED 63955	Typical and Atypical Development in Young Children		3

SPED	63956	Foundations in Early Childhood Services	3
SPED	63957	Assessment and Evaluation of Early Childhood Services	3
SPED	63992	Advanced Practicum in Special Education	3
SPED	64954	Developing IFSPs and IEPs for Young Children	8
MINIMUM SUBTOTAL			27

Note: The courses prescribed in this concentration apply toward consideration by ODE for the Pre-Kindergarten Special Needs Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.

ASL/English Interpreting Concentration *admission suspended*

CONCENTRATION REQUIREMENTS (11 credits)			
Course		Title	Credits
SPED	63301	Single Subject Research Methods	3
General Electives, as approved by advisor			15
MINIMUM SUBTOTAL			18

Gifted Education Concentration *admission suspended*

CONCENTRATION REQUIREMENTS (17-23 credits)			
Course		Title	Credits
SPED	53529	Nature and Needs of Gifted Children	3
SPED	53530	Instructional Processes for Gifted Children	3
SPED	63532	Gifted Program Design and Administration	3
SPED	63531	Curriculum Development for Gifted Learners	3
SPED	63533	Gifted Subpopulations	3
SPED	63992	Advanced Practicum in Special Education	2-8
MINIMUM SUBTOTAL			17

Mild/Moderate Educational Needs Concentration

CONCENTRATION REQUIREMENTS (18 credits)			
Course		Title	Credits
SPED	63301	Single Subject Research Methods	3
Moderate/Intensive Educational Needs Electives, as approved by advisor			15
MINIMUM SUBTOTAL			18

Transition to Work Concentration

CONCENTRATION REQUIREMENTS (18 credits)			
Course		Title	Credits
CTTE	56019	Coordination of Career Technical Cooperative Education Program	3
CTTE	66001	Principles and Practices in Career Technical Education	3
SPED	53070	Planning and Programming for Transitions	3
SPED	54161	Transitional Programming and Services for Disabled Youth	3
SPED	63301	Single Subject Research Methods	3
SPED	63992	Advanced Practicum in Special Education	3
MINIMUM SUBTOTAL			18

Note: the courses prescribed in this concentration apply toward consideration by ODE for the Transition to Work Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.