

TO SENATE CONSENT AGENDA 11/05/01**PROGRAM COVER SHEET****Illinois State University****Department of Special Education (591) Undergraduate Curriculum Proposal****To Be Implemented Fall, 2002**DEPARTMENT Department of Special Education DATE Fall, 2001A. **Proposed Action:** (more than one item may be checked if a revision). New Major CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems) New Minor CIPS CODE _____ (obtain from Planning, Policy Studies and Info Systems) New Sequence: Change in requirements for major:**Add new Common Core of courses required for all Special Education majors in all sequences** Change in requirements for minor Change in requirements for existing sequences:**Addition of Core and other revisions to Specialist in Deaf and Hard of Hearing (currently Deaf and Hard of Hearing) including name change, the addition of a new course, a course revision, and an additional pre-student teaching experience.** Other program revisions: More than 50% of courses in this program are distance education. Program deletionB. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.**The proposed Department of Special Education undergraduate curriculum for Specialist in Deaf and Hard of Hearing includes:**

- A common core of courses** for all special education majors with 27 semester hours of courses that address current professional standards common to all sequences. This revision allows the provision of a standards-based curriculum and the implementation of a performance-based assessment system using benchmarks and multiple measures to evaluate individual student and overall program performance, as required by accrediting bodies.
- Revisions in Specialist in Deaf and Hard of Hearing** sequence that incorporates updated sequence name, expanded specialization standards, one new course, other changes in course requirements and increased pre-student teaching experiences to fully address new and expanded standards.

C. Routing and action summary:

1. _____ Department Curriculum Committee Chair	_____ Date Approved	4. _____ College Dean	_____ Date Approved
2. _____ Department Chair	_____ Date Approved	5. _____ Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)	_____ Date Approved
3. _____ College Committee Chair	_____ Date Approved	6. _____ University Curriculum Committee Chair (8 copies to the Undergraduate Studies)	_____ Date Approved

To: Larry Alferink, Undergraduate Studies
From: Jim Thompson
Date: October 24, 2001
Re: Executive Summary of Rationale for 130 credit hour Specialist in Deaf and Hard of Hearing Sequence

It was recommended that the Department of Special Education's curriculum proposal to establish the "Specialist in Deaf and Hard of Hearing Sequence" include an executive summary that outlines the essential points of the rationale for the 130 credit hour program. Please consider inserting this rationale into the proposal directly behind the cover page. Thanks.

Executive Summary of Rationale for 130 credit hour “Specialist in Deaf and Hard of Hearing Sequence”

1. The sole reason for the greater than normal number of credit hours required by this sequence is the need to provide a curriculum that addresses all required professional standards required by the Illinois State Board of Education (ISBE) and National Council on the Accreditation of Teacher Education Programs (NCATE). NCATE and ISBE both require that the Department show evidence of performance based assessment and measurement in the curriculum. This means that the department must provide “course portfolios” that show (a) where each standard is addressed in the curriculum, and (b) how each standard will be assessed. There is no way to avoid credibly addressing a standard without subjecting the program to losing accreditation. The special education faculty, particularly the deaf and hard of hearing faculty, have done their very best to assure that the maximum number of professional standards are included in each course. This has entailed developing new courses and revising courses both within and outside of the Department.
2. Deaf and Hard of Hearing professional standards require more credit hours to address than other sequences in special education because:
 - a. There is a comprehensive array of speech and language standards that are not required in other sequences, because the development of speech and language skills are a much larger issue in deaf education than in other areas of special education.
 - b. Students in the deaf and hard of hearing sequence must become fluent in another language – Sign Language (ASL). Sign Language has its own rules of grammar and syntax, and is as difficult to learn as any other foreign language. Three courses are devoted to developing signing skills. Students must pass a sign proficiency examination in order to earn a teaching certificate.
 - c. Students in the deaf and hard of hearing sequence must become skilled in two diametrically opposed methods for teaching children who are deaf or hard of hearing, as well as a third “combination” approach. The “oral approach” does not allow sign, but rather focuses on helping children develop speech skills and understand speaking individuals (e.g., reading lips). The “sign language” approach is exactly the opposite. Here the focus is on presenting all instruction through sign, and developing signing skills in children. There is also the combination, or “total communication”, approach, which uses aspects of the “oral” and the “sign” approach. It is essential that ISU prepare teachers to respond to the needs of students, and not be limited to one mode of teaching. Multiple field experiences are required to prepare teachers in the oral, sign, and total communication approaches because the “performance” professional standards can only be demonstrated in practicum sites.
 - d. Students in the deaf and hard of hearing sequence must be prepared to work in a variety of service delivery models (i.e., itinerant teacher, resource teacher, inclusive education teacher, special class/self-contained teacher, and residential school teacher) - this is the reality of the profession at this point in time. It is essential that ISU prepare teachers to respond to the needs of school districts to deliver services to children.
 - e. The deaf and hard of hearing sequence must prepare teachers to teach an early childhood age group (ages 3-5) that is not included in the Specialist in Learning and Behavior Sequence.

3. The Department of Special Education has received correspondence from NIU and MacMurray College suggesting that their Deaf and Hard of Hearing teacher preparation programs will likely need to exceed the 124 credit hour limit. However, these schools have not yet redesigned their programs so they are unsure how many credit hours will be needed (MacMurray's current program is 132 hours). Therefore, Illinois State University will not be an "outlier" in requiring students to take more credit hours than other higher education institutions that offer the same degree.
4. It would not be wise to recast the Specialist in Deaf and Hard of Hearing Sequence as a five-year Master's program at this time. The most pressing reason for not doing it now is that it does not appear that other schools (i.e., MacMurray and NIU) plan to offer their programs as 5-year Master's program, and if ISU were to make a unitary move in this direction it would put us at a competitive disadvantage in terms of recruiting. Currently, we get the very best students and have the best program (I'm not bragging, this is a verifiable fact, but since I promised to be concise I won't go into the details). A second reason is that we have to have a program in place that addressed the professional standards by Fall Semester of 2002.

New Catalog Copy Describing the Special Education Major (All sequences)

Professional Requirements Applicable to All Special Education Programs:

In addition to meeting University requirements for graduation and Admission to Teacher Education requirements, all students in Special Education must successfully complete:

- 1) A 27-hour core of courses which includes the knowledge standards central to the profession of special education. These courses include: SED 101, 201, 202, 203, 204, 373; C&I 208; PSY 215; and EAF 228, 231 or 235. All of these courses must be completed with a grade of "C" or better.
- 2) Sequence-specific course and experience requirements (see below) with minimum cumulative and major grade point averages of 2.5.
- 3) Pre-student teaching experiences designed to meet professional performance standards. These experiences include successful completion of a minimum of 7 semester hours through enrollment in appropriate sections of SED 245 (see sequence-specific requirements). Additional teaching or related experiences may be included as a part of core or specific sequence requirements or in remedial experiences. Performance evaluations in each of these experiences must recommend that the student advance to the next level of experience prior to doing so. *Students are responsible for housing arrangements and transportation to clinical sites.*
- 4) A full semester of Student Teaching (STT 399) for which teacher candidates are awarded 14 semester hours of credit. In order to be recommended for initial certification, candidates must demonstrate during this capstone experience that they have obtained competence in the knowledge, performance, and disposition areas designated by the profession of special education and this department. *Students are responsible for housing arrangements and transportation to student teaching sites.*
- 5) An individual student portfolio: *Student Performance-Based Assessment Portfolio* documenting that all requirements established by the Department of Special Education have been successfully met. This documentation includes multiple examples of evidence, gathered through courses and other experiences, of the acquisition of knowledge, performance, and disposition required of the profession. A current listing of portfolio requirements can be obtained from the department.

New Catalog Copy describing sequence

Sequence: Specialist in Deaf and Hard of Hearing

Entitlement program leading to Illinois Certification, Type 10 Special : Deaf and Hard of Hearing.

Requirements:

- 27 hours SED Core
- 37 hours required in sequence-specific courses including SED 130, 230, 330, 340, 353, 354, 355, 359, 375; PAS 211, 349, 350, 351.
- 7 hours SED 245 field experiences: 245.08 (2 hr.), 245.09 (2 hr.), 245.10 (1 hr.), 245.11 (2 hr.).
- 14 hours student teaching

Admission to Teacher Education is required prior to these courses: SED 202, 203, 204, 245.08, 245.09, 245.10, 245.11, 354, 355, 359, and 375.

Grade of C or better is required in all required SED, C&I, and EAF courses.

Sequence-specific assessment: Passing score on sign communication proficiency interview prior to student teaching.

Old Catalog Copy describing sequence

Deaf and Hard of Hearing Sequence:

42 hours required in addition to Professional requirements. Part of entitlement program leading to certification: Special K-12.

Required courses: ENG 243; PAS 115, 211, 349, 350, 351; SED 130, 230, 330, 353, 354, 355, 359, 370, 375. Professional requirements: 39 hours including C&I 210 or PSY 112 or PSY 113; C&I 220; C&I 270 or 390; EAF 228 or 231 or 235; PSY 234; SED 145, 245.08, 245.09, 245.10; STT 399 (16 hrs).

Of the 16 hours of STT 399 required in this sequence, 8 hours must be at the elementary level, and 8 hours must be at the junior high/high school level. One placement must be in a residential school (usually out-of-state).

Admission to Teacher Education is required prior to enrollment in SED 354, 355, 359 and 375.

Grade of C or higher in SED 130, 230, 245.08, 245.09, 245.10, 330, 353, 354, 355, 359, 370, 375 and a passing score on the sign language proficiency exam required before student teaching.

**ILLINOIS STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION (591)
PROPOSAL FOR REVISION OF THE SEQUENCE**

**SPECIALIST IN DEAF AND HARD OF HEARING
(CURRENTLY DEAF AND HARD OF HEARING)**

TO BE IMPLEMENTED FALL, 2002

The proposed Department of Special Education undergraduate curriculum sequence entitled Specialist in Deaf and Hard of Hearing includes:

- A common core of courses for all special education majors with 27 semester hours of courses that address those current professional standards common to all sequences. This revision allows the provision of a standards-based curriculum and the implementation of a performance-based assessment system using multiple measures and benchmarks to evaluate individual student and overall program performance, as required by accrediting bodies.
- Revisions in Specialist in Deaf and Hard of Hearing (Currently Deaf and Hard of Hearing) sequences. These revisions include changes that incorporate expanded specialization standards and increase pre-student teaching experiences to fully address performance standards.

RATIONALE FOR PROPOSAL WITH REFERENCE TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

REVISED SEQUENCE SPECIALIST IN DEAF AND HARD OF HEARING (CURRENTLY DEAF AND HARD OF HEARING)

Change:

The proposed curricular change includes the addition of the common core of courses developed to meet the standards required of all special education majors. In addition, new and expanded standards in the specialty area are addressed through a new course in language development, an additional pre-student teaching experience, a revision in total course hours, and revisions in course requirements from other departments. The revised curriculum sequence addresses those knowledge, performance, and disposition standards required of special educators for initial certification in special education as a teacher of students who are deaf or hard of hearing.

Rationale:

Students enter the Illinois State University special education program in order to obtain Illinois teaching certificates allowing them to be employed as special educators in specific specialty areas. As of July, 2002 the State of Illinois is implementing a restructured certification which requires standards-based teacher preparation. From that point forward students entering entitlement programs in Illinois will, upon graduation, be expected to demonstrate that they have acquired those knowledge and performance standards required for initial certification in their certification area by the Illinois State Board of Education. The current curriculum does not sufficiently address those newly developed standards required to obtain initial certification as a deaf educator. Extensive curricular changes were required to develop a comprehensive curriculum that addresses expanded standards for teaching students who are deaf or hard of hearing.

Curricular changes were required throughout the undergraduate program to address:

1. Current best practice in the preparation of special educators outlined by the Council for Exceptional Children (CEC).
2. Requirements of the Illinois State Board of Education (ISBE) and the National Council for the Accreditation of Teacher Education (NCATE) for the provision of a standards-based curriculum and performance-based assessment of teacher candidates. Illinois special education certification will assess teacher graduates on this expanded set of standards specific to the certification area beginning July, 2003.

The proposed new undergraduate curriculum for special education is a comprehensive,

developmental sequence of courses and experiences that includes multiple opportunities for teacher candidates to develop and demonstrate the knowledge, performance, and disposition required by the profession of special education and articulated in the Illinois State University Teacher Education conceptual framework "*Realizing the Democratic Ideal*." Included are the content area standards for special education, the Illinois Professional Teaching Standards and those standards required of all educators by the State of Illinois.

The learned society for special education, the Council for Exceptional Children, in *Standards for the Preparation and Certification of Special Education Teachers*, recognizes that there is a common core of knowledge for all special educators, as well as knowledge related to particular disability areas. The current proposal organizes the Illinois State University undergraduate curriculum around a foundation of common core standards, with additional courses and experiences in specialty areas designed to address specific skills needed for specific types or intensities of disabilities.

DESCRIPTON OF PROPOSED CHANGES TO BE IMPLEMENTED FALL, 2002

Summary of Changes:

The curriculum includes the following major components:

1. General Education coursework to provide a broad, common foundation of study and those communication, reasoning, analysis, and technology skills expected of graduates from a quality baccalaureate program
2. A Common Core of Special Education courses and experiences to be required of all Special Education majors, including coursework, pre-student teaching experiences and student teaching. The new courses include PSY 215, C&I 208, SED 101, 201, 202, 203, and 204. SED 373 is an existing course (with proposed revisions) that is also included in the core.
3. Changes in current specialty courses requirement to address incorporating the specialty standards, including:
 - Add SED 245.11 for two credit hours during the semester prior to student teaching to increase teacher candidates' opportunities to teach students who are deaf or hard of hearing prior to entering student teaching. This change will increase opportunities to apply and evaluate independence on targeted performance skills.
 - Increase SED 353 from 2 to 3 semester hours to accommodate increased number of required knowledge standards.
 - Add new course *SED 340 The Development of Language in Students who are Deaf and Hard of Hearing (3 Hr.)*. The course will address normal language development previously included in *PAS 115 Introduction to Human Verbal Development* and those knowledge standards related to the development of language in persons who are deaf or hard of hearing. New knowledge includes that related to cochlear implants.

As new and revised courses are implemented and current students graduate, the Specialist in Deaf and Hard of Hearing sequence will be delete the following courses from its current requirements: SED 145, SED 370.

EXPECTED IMPACT OF PROPOSAL ON EXISTING CAMPUS PROGRAMS

Other campus programs impacted by these changes include:

Psychology:

DHH students will no longer take PSY 234

SED students will be required to take PSY 215

Curriculum and Instruction:

SED students will take C&I 208 in place of C&I 220

SED students are the only students taking C&I 270 and will no longer take it; therefore, this course would no longer be needed

Speech Pathology:

SED students would no longer take PAS 115

Letters of support from these departments are included in this proposal as is a letter from Milner Library documenting sufficient library materials to support the proposed curriculum.

New courses available to students in other departments:

SED 101 *The Exceptional Learner* and SED 201 *Effective Collaboration and Teaching Exceptional and Diverse Learners I* have been designed to include those standards for teaching students with disabilities that have been proposed for mastery by all Illinois teachers. It is the desire of the Department of Special Education to make these courses available to all teacher education majors at Illinois State University.

Other core and specialty courses will be available to students in other majors for those students who have met prerequisites as resources permit.

NEW AND REVISED COURSES

Common Core for All Special Education Majors: New Courses

101 THE EXCEPTIONAL LEARNER 3 F, S

Includes clinical experience: Approximately 10-12 hours.

Entry knowledge standards in special education foundations and characteristics of learners with disabilities. First course: SED Standards for All Educators.

201 EFFECTIVE COLLABORATION AND TEACHING EXCEPTIONAL AND DIVERSE LEARNERS I 3 F, S

SED 101, 145 or concurrent registration required. May include clinical experiences of Approx. 10-20 hours.

Entry knowledge for instruction of exceptional learners. Includes collaborative instruction, modifications in practice. Second course: SED Standards for All Educators.

202 EFFECTIVE COLLABORATION AND TEACHING EXCEPTIONAL AND DIVERSE LEARNERS II 3 F, S

SED 201 and Admission to Teacher Education required. Concurrent registration in SED 203. May include clinical experiences of Approx. 10-20 hours.

Special educator roles in planning and delivering instruction. General and special perspectives on P-12 curriculum, modifications of instruction, collaborative practice.

203 MEASURING AND AFFECTING STUDENT ACADEMIC AND SOCIAL BEHAVIOR I 3 F, S

SED 201 and Admission to Teacher Education required. Concurrent registration in SED 202. May include clinical experiences of Approx. 10-20 hours.

Teaching as a reflective process. Fundamentals of data-based instructional design; evaluation of instruction; formal, alternative, and curriculum-based assessment.

204 MEASURING AND AFFECTING STUDENT ACADEMIC AND SOCIAL BEHAVIOR II 3 F, S

SED 202 and 203 and Admission to Teacher Education required. May include clinical experiences of Approx. 10-20 hours.

Teaching as a reflective process. Affecting individual and group academic and social behaviors using behavior analysis and change technologies.

Common Core for All Special Education Majors: Revised Course

373 FAMILY PROFESSIONAL COLLABORATION 3 F, S

FORMERLY SPECIAL EDUCATIONAL INTERVENTION WITH PARENTS OF INDIVIDUALS WITH DISABILITIES.

SED 101 or 145 or cons dept chair req

Theoretical and practical aspects of collaborating with families of individuals with disabilities.

Specialist in Deaf and Hard of Hearing: New Courses

245.11 FIELD WORK IN SPECIAL EDUCATION TOPIC: SENIOR PRACTICUM 1-6

Adm to Teacher Ed. or consent of dept. chair req. May be repeated with consent of dept. chair. Incl Clin Exp: 30-400 hours. Students are responsible for transportation to sites and housing if needed.
Supervised clinical experiences in programs serving persons with disabilities including schools, clinical facilities, community agencies, or residential institutions.

340 THE DEVELOPMENT OF LANGUAGE IN STUDENTS WHO ARE DEAF AND HARD OF HEARING 3 F, S

The study of the language development of children who are deaf and hard of hearing compared to normal language development.

Specialist in Deaf and Hard of Hearing: Revised Course (Hours change from 2 to 3)

353 EDUCATION OF STUDENTS WHO ARE DEAF AND HARD OF HEARING 3 F, S

SED 101, 145 or concurrent registration. Incl Clin Exp: approx 10 hrs.

Psychological, social, historical, and educational issues relating to the education of individuals who are deaf and hard of hearing.

Specialist in Deaf and Hard of Hearing Total 130 Hours

Native Student Sample Schedule

<i>Semester 1</i>	<i>Semester 2</i>	
ENG 101 (Inner Core) (3) IDS 100 (Inner Core) (3) Science (Inner Core) (3) Math (Inner Core) (3) SED 101 The Exceptional Learner (3)	COM 110 (Inner Core) (3) Science (Inner Core) (3) Middle Core (3) Middle Core (3) Middle Core (3) SED 130 American Sign Language I (2)	
Total 15	Total 17	
<i>Semester 3</i>	<i>Semester 4</i>	
SED 230 American Sign Language II (2) SED 340 Theories of Language Development in Students Who are Deaf and Hard of Hearing (3) SED 353 Education of Students Who are Deaf & Hard of Hearing (3) Middle Core 3 Middle Core 3 Outer Core (SMT) 3	SED 330 Signed English Systems (3) SED 201 – Effective Collaboration & Teaching Exceptional & Diverse Learners I (3) PAS 211 Phonetics (3) C&I 208 Literacy I (3) PSY 215 Educational Psychology (3)	
Total 17	Total 15	
<i>Semester 5</i>	<i>Semester 6</i>	
SED 202 – Effective Collaboration & Teaching Exceptional & Diverse Learners II (3) SED 203 – Measuring & Affecting Student Academic & Social Behavior I (3) PAS 349 – Hearing Science (3) Outer Core Outer Core	SED 204 – Measuring & Affecting Student Academic & Social Behavior II (3) SED 354 – Teaching Language to Deaf and Hard of Hearing Students (3) SED 373 – Family-Professional Collaboration (3) SED 245.08 – Field Work in Special Education: Deaf and Hard of Hearing-Language (2) PAS 350 Introduction to Audiology Outer Core	EAF 228 Social Foundations of Education (3) PAS 351 (3)
Total 15	Total 17	**Total 6
<i>Semester 7</i>	<i>Semester 8</i>	
SED 355 – Teaching Speech to Deaf and Hard of Hearing Students (3) SED 245.09 – Field Work in Special Education: Deaf and Hard of Hearing-Speech (2) SED 359 – Teaching of Reading and School Subjects to Deaf and Hard of Hearing Students (3) SED 245.10 – Field Work in Special Education: Deaf and Hard of Hearing-Reading & School Subjects (1) SED 245.11 – Field Work in Special Education: Deaf and Hard of Hearing-Senior Practicum (2) SED 375 – Assessment & Planning for Deaf and Hard of Hearing Students (3)	Student Teaching (14)	
Total 14	Total 14	

****This is a sample course schedule. It is not required that these courses be taken in the summer.**

Specialist in Deaf and Hard of Hearing

Transfer Student with A.A./A.S. Sample Schedule

Semester 5	Semester 6	Summer
SED 101 – The Exceptional Learner (3) PSY 215 – Development through the Life Span (3) SED 201 – Effective Collaboration & Teaching Exceptional & Diverse Learners I (3) SED 130 – American Sign Language I (2) C&I 208 – Literacy I (3) SED 340 – Theories of Language Development in Students Who are Deaf and Hard of Hearing (3) <p style="text-align: right;">Total 17</p>	SED 230 – American Sign Language II (2) SED 353 – Education of Students Who are Deaf & Hard of Hearing (3) SED 202 – Effective Collaboration & Teaching Exceptional & Diverse Learners II (3) SED 203 – Measuring & Affecting Student Academic & Social Behavior I (3) PAS 349 – Hearing Science (3) PAS 211 – Phonetics (3) <p style="text-align: right;">Total 17</p>	EAF 228 Social Foundations of Education(3) PAS 350 Intro. To Audiology (3) <p style="text-align: right;">**Total 6</p>
Semester 7	Semester 8	
SED 330 – Signed English Systems (3) SED 354 – Teaching Language to Deaf and Hard of Hearing Students (3) SED 204 – Measuring & Affecting Student Academic & Social Behavior II (3) SED 373 – Family-Professional Collaboration (3) PAS 351 – Introduction to Aural Rehabilitation Training (3) SED 245.08 – Field Work in Special Education: Deaf and Hard of Hearing-Language (2) <p style="text-align: right;">Total 17</p>	SED 355 – Teaching Speech to Deaf and Hard of Hearing Students (3) SED 245.09 – Field Work in Special Education: Deaf and Hard of Hearing-Speech (2) SED 359 – Teaching of Reading and School Subjects to Deaf and Hard of Hearing Students (3) SED 245.10 – Field Work in Special Education: Deaf and Hard of Hearing-Reading & School Subjects (1) SED 245.11 – Field Work in Special Education: Deaf and Hard of Hearing-Senior Practicum (2) SED 375 – Assessment & Planning for Deaf and Hard of Hearing Students (3) <p style="text-align: right;">Total 14</p>	
Semester 9		
STT 399 – Student Teaching (14) <p style="text-align: right;">Total 14</p>		

****This is a sample course schedule. It is not required that these courses be scheduled during summer.**

Specialist in Deaf and Hard of Hearing Rationale for 130 Credit hours

The curricular proposal for the Specialist in Deaf and Hard of Hearing exceeds the 124 credit hour limit generally approved by University reviewing bodies. The curricular process requires that a rationale for this be provided.

The sole reason for the greater than normal number of credit hours required by this sequence is the need to provide a curriculum that addresses all required professional standards. While other sequences in the Department of Special Education are prepared to provide standards-based curriculum without exceeding the 124 hour limit, the scope of professional standards associated with certification in the Deaf and Hard of Hearing area dictates that additional credit hours are needed. The unique features of the standards associated with this sequence are explained below.

Overview

All graduates of the special education program are accountable for successful completion of General Education coursework and core courses in special education in the areas of foundations, characteristics, assessment, planning and implementing instruction, behavior management, collaboration and professionalism. In addition to these standards, graduates who receive the designation of Specialist in Deaf and Hard of Hearing must be prepared to:

- teach children from age 3 to 21 (includes Early Childhood) in all content areas;
- pass a sign proficiency examination guaranteeing their ability to communicate with students who have hearing impairments using a variety of sign language systems;
- instruct students in the additional content areas of (a) development of language and communication, (b) development of speech, (c) development of speechreading skills, and (d) auditory training;
- use technology specific to the hearing impaired population to maximize the use of residual hearing for their students;
- apply knowledge in the area of cochlear implants, especially concerning the impact that implants have on teaching. Cochlear implantation is a relatively new medical procedure and has generated an entire new set of knowledge standards that have not been a part of the deaf and hard of hearing curricula in past years.
- work in a variety of service delivery models (i.e., itinerant teacher, resource teacher, inclusive education teacher, special class/self-contained teacher, and residential school teacher) and programs emphasizing different communication modes (e.g., sign language, voice and speechreading, or comprehensive/total communication);
- meet standards published by both the Council for Exceptional Children (CEC) and by the Council on Education of the Deaf (CED). Both organizations' standards have been incorporated into the content area standards for teacher certification that is required by the Illinois State Board of Education.

Rationale for additional course credit hours to address language and communication standards

The Department of Special Education at Illinois State University is committed to providing a comprehensive program to students aspiring to become teachers of individuals who are Deaf and Hard of Hearing. The comprehensive option will prepare graduates of this program to teach deaf

and hard of hearing students using a variety of communication modes, including various sign methods, oral, and combination systems. The comprehensive option is consistent with the intent of the College of Education's conceptual framework, which calls for teachers prepared for diversity in their classrooms. Due to the variety and extent of communication deficits experienced by students who are deaf and hard of hearing, extensive time must be spent on language development and communication.

It is essential to note that some teacher preparation programs have chosen to prepare teachers in just one communication mode (e.g., "oral" or "sign language"). Targeting only one communication mode would certainly limit the number of standards that needed to be addressed in this curriculum. However the special education faculty (and deaf educators in the COE laboratory schools), have embraced a communication philosophy that the communication system used by the deaf educator should respond to, not dictate, the student's Individual Educational Program (IEP). We believe that this is the correct interpretation of special education law and an accurate reflection of the College of Education conceptual framework "*Realizing the Democratic Ideal*". The new proposal contains the standards required to implement the "Comprehensive Option" recognized by the Council on Education of the Deaf. The "Comprehensive Option" is described as follows:

A comprehensive program will require prospective teachers to learn and use a manually coded system of English. ASL features may be included in the communication models; however, the goal of comprehensive programs is fluency in all aspects of the English language. Simultaneous communication is used as the dominant method of communication in the classroom, with attention given to the development of auditory-oral English skills, also (CED, 2001).

It is also essential to recognize that teacher candidates in this sequence are required to acquire a second language (i.e., sign language) as part of their course of study. Some universities recognize sign language as a foreign language and accept proficiency in this area to meet requirements for a B.A. degree. Illinois State University deaf education majors begin to learn sign language as freshmen and must pass a sign proficiency test before progressing to student teaching. Developing sign language proficiency is quite demanding, and sign language requirements alone account for three courses totaling 7 hours of the curriculum.

There are two further reasons for needing additional hours in the area of language and communication standards. First, compared to other special education sequences, deaf and hard of hearing majors must take a significant number of credit hours outside of the department, in this case through the Speech Pathology/Audiology Department. The Speech Pathology/Audiology Department provides course work that is essential to developing knowledge and skills related to standards in the areas of spoken language, speech anatomy, hearing science, speechreading, and auditory training. Second there is a vast array of new technologies that can truly enable people who are deaf and hard of hearing to make significant strides in learning language and communication skills, thus positively impacting learning in all areas. Illinois State University students must learn to maximize the benefits of hearing aids, cochlear implants, and other assistive devices used by students who are deaf and hard of hearing. In order to master these new technologies, students must have additional opportunities for study as well as the fieldwork experiences to apply these skills. The introduction of new technologies has added new standards to the profession.

Rationale for additional course credit hours to address the diversity of service delivery models in the Deaf and Hard of Hearing Profession

In order to meet the diverse needs of students who are deaf and hard of hearing, teacher candidates in this sequence must have opportunities to gain experience in a variety of fieldwork

and placement settings. These settings include itinerant teaching, teaching at a residential school, teaching at an oral school, resource room teaching, and teaching in a self-contained classroom. It is essential to acknowledge that school programs throughout Illinois, the nation, and the world employ graduates from the Deaf and Hard of Hearing Program. Illinois State University graduates will encounter a diverse set of service delivery models wherever they go, and most graduates will work in several different service models throughout their careers. Students in the Deaf and Hard of Hearing Program must be prepared to work in diverse settings. A failure to do so could limit their success in future jobs and ultimately harm the reputation of a what has traditionally been one of the most highly respected deaf and hard of hearing teacher preparation programs in the nation.

Rationale for additional course credit hours to address the age range of student who Deaf and Hard of Hearing majors will be expected to serve

The State of Illinois will certify graduates of the deaf and hard of hearing program to teach students between the ages of three through 21. In prior years, the certification for this population was K-12. Thus, the new curriculum had to incorporate standards associated with educating deaf and hard of hearing children who are in their early childhood years. The addition of this age group necessitated that additional knowledge and skill standards are addressed in the curriculum.

Summary:

Faculty members in the Department of Special Education have worked for over two years to develop a curriculum that addresses all new standards in an effective and efficient manner. Sincere efforts were made to keep sequences of study as close to 120 hours as possible. Although the 130 hours is above the requirements of a usual bachelor's degree at Illinois State University, this curriculum proposal represents only those professional standards that are required by the State of Illinois for certification as a beginning teacher in the area of deaf and hard of hearing. The scope of standards that need to be addressed in the Deaf and Hard of Hearing Sequence is considerable due to the multiple dimensions of diversity that is found in the deaf and hard of hearing population.

It is not anticipated that student demand for this program will drop as a result of the additional credit hour requirement. Graduates of this program have traditionally been highly sought after and Illinois State University is recognized as one of the leading teacher training institutions for this specialty in the United States. Moreover, the program has been consistently oversubscribed for the past 30 years. Admission caps have not prevented the need to maintain a waiting list for students wishing to make internal transfer into the deaf and hard of hearing program. The faculty of the Department of Special Education believes that the continued popularity of this program among prospective students will be assured by providing a curriculum that incorporates the essential knowledge and skills that beginning teachers need to master in order to be successful in their careers.