

**NOT FOR USE FOR CURRICULAR COURSE CHANGES  
REQUEST FOR PROGRAM IMPROVEMENTS**

**NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or [david.reinhold@wmich.edu](mailto:david.reinhold@wmich.edu)**

DEPARTMENT: SPLS

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: Fall 2021

**PROPOSED IMPROVEMENTS: Academic Program Proposed Improvements**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> New degree*        | <input type="checkbox"/> New minor*    | <input type="checkbox"/> Admission requirements  |
| <input type="checkbox"/> New major*         | <input type="checkbox"/> Deletion*     | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum*    | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title         |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer                |
| <input type="checkbox"/> New certificate*   |  |  |

☒ Other (explain\*\*)    \*\* Other: Revised Curriculum

**Title of degree, curriculum, major, minor, concentration, or certificate:** Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12

**Chair, Department Curriculum Committee:** *Virginia David*

**Date** 10/12/2020

**CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS**

- ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- ☐ When appropriate, letters of support from department faculty are attached.
- ☐ When appropriate, letters of support from other departments in the same college are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☐ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

**Chair/Director:**

*Marcia K. Fellers*

**Date** 10/12/20

**CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE**

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

**Chair, College Curriculum Committee:**

**Date**

**NOT FOR USE FOR CURRICULAR COURSE CHANGES  
REQUEST FOR PROGRAM IMPROVEMENTS**

**CHECKLIST FOR COLLEGE DEANS**

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

<b>Dean:</b>	<b>Date</b>
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**FOR PROPOSALS REQUIRING REVIEW BY:**

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES  
REQUEST FOR PROGRAM IMPROVEMENTS**

**1. Explain briefly and clearly the proposed improvement:**

We proposed to revise the Special Education undergraduate program to meet the new Michigan Department of Education (MDE) requirements as follows:

1. Change the name to Special Education Learning Disabilities K-12 and Elementary Education Pk-3.
2. Revise the program of study to include the courses that meet the new MDE Elementary Education Pk-3 program standards.

**2. Rationale. Give your reason(s) for the proposed improvement.**

These revisions are required due to new MDE grade bands and elementary education standards. In Michigan, teachers cannot be issued a standalone Special Education teaching certificate and must add special education endorsement(s) to an elementary or secondary teaching certificate. At WMU, we have always included the required elementary education program courses as part of the special education program so that program graduates complete the required courses for initial teacher certification.

The MDE recently moved from two base teaching certificates (Elementary and Secondary) to six initial certification grade bands [Birth to Kindergarten (BK), Pre-Kindergarten to Third Grade (PK-3), Grades 3 to 6 (3-6), Grades 5 to 9 (5-9), Grades 7 to 12 (7-12), and Grades Kindergarten to 12 (K-12)]. Consequently, a special education endorsement can be added to any of the six new grade bands. WMU has determined that the undergraduate special education program will include the PK-3 grade band courses.

Michigan's Administrative Rules in Special Education (MARSE, 2019) set credit hour requirements for each special education endorsement at 30 credits. ~~for each endorsement.~~ However, when obtaining a second endorsement, 10 credits can count from the first endorsement towards the second endorsement. Currently, the major has 50 credits for two endorsements (Learning Disabilities and Emotional Impairments). Because of the number of credits in the new PK-3 program and the required number of special education credits, we have decided to include only one endorsement (Learning Disabilities) in the undergraduate program. The name change is required to reflect the new PK-3 and Learning Disabilities endorsement areas

Note: We are also proposing an Accelerated Graduate Degree Program (separate proposal) to provide the opportunity for undergraduate special education candidates to add the Emotional Impairment endorsement so that students who want to earn both endorsements have an expedited path to the second endorsement area..

**3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.**

The faculty and chair of the department of Teaching, Learning, and Educational Studies have consulted extensively with the College of Arts and Sciences (CAS) as well as affected units in the College of Education and Human Development (CEHD).

Under the direction of the MDE and with the support of the deans of the CEHD and CAS and the affected departments, the new PK-3 courses will replace the existing elementary education courses in the new special education program (see letters of support).

**4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.**

There is no effect on the SPLS department programs. The MDE approved course sequence for an endorsement in Learning Disability remains the same.

**5. Alignment with college's and department's strategic plan, mission, and vision.**

These changes align with the CEHD 2020-21 strategic priority "To develop and maintain a suite of programs that are inclusive, high quality, innovative, forward-looking, and trend-setting." This program will ensure a continuation of high quality elementary and special education preparation for teacher candidates by align with MDE's new elementary education standards and focusing on the need identified by the field to credential special education teachers in an expeditious timeframe with the minimum number of credit hours to assure they are well prepared (see question #7 below).

**6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.**

There will be no effect on enrolled students. The professional program in Special Education is based on a cohort approach of approximately 25 students per year with 3 cohorts running simultaneously. Students apply for the program the second semester of their sophomore year and begin the course sequence the following fall. All students in the current cohorts will complete their current program. However, the cohort entering fall, 2021 will follow the new proposed program with only one special education endorsement (Learning Disabilities).

**7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?**

There is a shortage of Special Education teachers in Michigan and across the country. The American Association of Colleges for Teacher Education (AACTE) reported that 35% fewer Special Education degrees were awarded in Michigan in 2017 than in 2010 (748 vs. 1157). Special Education has been on the Michigan teacher critical shortage list for the last 20 years.

In April 2020, the WMU Special Education faculty developed and administered a *Needs Assessment* survey, to special education directors, supervisors, and teacher consultants in Southwest Michigan. The return rate was 66%. Overarching themes emerging from the survey included: 1) the critical shortage of special education teachers; 2) the need to credential special education teachers in an expeditious timeframe with the minimum number of credit hours to assure they are well prepared; 3) and to offer a preparation program that is financially competitive manner with other educator preparation programs, particularly online out-of-state programs. Survey respondents indicated that the greatest area of need was learning disabilities, the endorsement area included in this program. The second area of greatest need was emotional impairments, which is the endorsement area proposed in the new AGDP.

Despite overall enrollment declines in teacher education and at WMU in general over the past four years, Special Education enrollment has remained steady at 110 or 111 students since 2017 (see attached). We anticipate that enrollment will continue to remain about the same or, possibly, increase with the change to one endorsement area and subsequent reduction in the time to completion and cost for an undergraduate degree.

**8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)**

There will be no effect on resources. Moving from two endorsements to one endorsement at the undergraduate level will reduce the number of undergraduate courses to be taught each year and, therefore, the course load can be managed by the current faculty.

**9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.**

1. Teacher candidates will demonstrate knowledge, skills, and dispositions to meet the unique needs of a diverse range of K-12 students with learning disabilities.
2. Teacher candidates will implement evidence-based instructional practices promoting access to and success in the general education curriculum through assessment, intentional instruction, and evaluation for students identified with learning disabilities.

**10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.**

This proposed change is in response to new state elementary education certification requirements and the survey results discussed in question #7. The proposed change is responsive to the needs of students and school districts and supports the learning objectives listed above. The program assessment plan includes 6 primary assessments implemented throughout the program promoting continuous improvement.

1. Michigan Test of Teacher Certification (learning disabilities and Pk-3)
2. Assessing Student Effectives (observation rubric)

3. CEHD Impact on Student Learning (CEHD Teacher Education rubric)
4. Internship evaluation by the mentor teacher (CEHD Teacher Education Internship Evaluation with an Appendix in Learning Disabilities.
5. Lesson Plan development, implementation, and evaluation (CEHD Teacher Education rubric)
6. Co-teacher (program rubric )

- 11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.**

All community college articulation agreements regarding the new Pk-3 elementary education program will apply to the Pk-3 courses in this program. None of the special education learning disabilities courses have community college transfer equivalencies.

- 12. Please offer both “Current Catalog Language” and “Proposed Catalog Language” if there is to be a change in the catalog description for a given program. For the “current” language, please copy and paste relevant language from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.**

# Special Education and Elementary Education: Learning Disabilities and Emotional Impairments K-12

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## Cognate: Elementary Education Content Area Requirements (49-50 hours)

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- [ART 1480 - Direct Encounter with the Arts](#) Credits: 4 hours
- Or
- [MATH 1500 - Number Concepts for Elementary/Middle School Teachers](#) Credits: 4 hours
- [MATH 1510 - Geometry for Elementary/Middle School Teachers](#) Credits: 4 hours
- [MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers](#) Credits: 4 hours
- [ENGL 3820 - Literature for the Young Child](#) Credits: 4 hours
- [ECON 1000 - Economics for Elementary Education](#) Credits: 3 hours
- [GEOG 1020 - World Geography through Media and Maps](#) Credits: 3 hours
- [HIST 2100 - American History to 1877](#) Credits: 3 hours
- [HIST 2020 - World History to 1500](#) Credits: 3 hours
- Or
- [HIST 3290 - Michigan History](#) Credits: 3 hours
- [PSCI 2000 - National Government](#) Credits: 3 hours
- [BIOS 1700 - Life Science for Non-Majors](#) Credits: 3 hours
- [PHYS 1800 - Physics: Inquiry and Insights](#) Credits: 3 hours
- [GEOG 1900 - Exploring Earth Science: The Atmosphere](#) Credits: 3 hours
- [CHEM 2800 - Active Chemistry](#) Credits: 3 hours
- [HOL 1000 - Choices in Living](#) Credits: 3 hours
- Or
- [HPHE 1110 - Healthy Living](#) Credits: 2 hours
- [ED 2500 - Human Development: Applications in Education](#) Credits: 3 hours
- (Requires grade of "CB" or better)

## Professional Level Elementary Education Requirements (50 hours)

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Students must meet Elementary Education admissions requirements or be accepted into the Special Education professional program in order to take the Professional Level Elementary Education classes listed below.

A minimum grade of "CB" must be earned in all Professional Level Elementary Education courses.

- [LS 3770 - Literacy I: Early Literacy and Language Acquisition](#) Credits: 3 hours
- [LS 3780 - Literacy II: Literacy/Language Arts across Disciplines](#) Credits: 3 hours
- [ENGL 3690 - Writing in the Elementary School](#) Credits: 3 hours

- [HPHE 3400 - Physical Education for the Elementary Classroom Teacher](#) **Credits:** 2 hours
- [HPHE 3520 - Teaching Health in the Elementary School](#) **Credits:** 2 hours
- [MATH 3520 - Teaching of Elementary/Middle School Mathematics](#) **Credits:** 3 hours
- [EDT 3470 - Technology for Elementary Education](#) **Credits:** 3 hours
- [SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs](#) **Credits:** 3 hours
- [ED 4010 - Teaching Elementary School Science](#) **Credits:** 3 hours
- [ED 4070 - Teaching Elementary Social Studies](#) **Credits:** 3 hours
- [ED 4300 - Creativity in the Elementary Classroom](#) **Credits:** 3 hours
- [ED 3710 - Elementary Classroom Organization and Management](#) **Credits:** 3 hours
- [ED 4500 - Pre-Internship in Elementary Education](#) **Credits:** 3 hours
- [ED 4710 - Intern Teaching: Elementary/Middle School](#) **Credits:** 5, 8, or 10 hours
- [ED 4100 - Seminar in Education](#) **Credits:** 1 to 2 hours

## Course Requirements in Learning Disabilities (32 hours)

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Students must be accepted into the Special Education professional program in order to take the Special Education classes listed below.

A minimum grade of “CB” must be earned in all Special Education classes.

**Note:** Students must see a department advisor regarding the sequence in which the courses must be completed.

- [SPED 3300 - Foundations of Special Education](#) **Credits:** 3 hours
- [SPED 3380 - Prevention and Intervention Techniques for Establishing Positive School Environments](#) **Credits:** 3 hours
- [SPED 4330 - Assessment and Data-Based Decision Making in Special Education](#) **Credits:** 3 hours
- [SPED 4340 - Evidence-Based Instruction I: Focus on K-5 Foundations of Reading, Written Language, and Content Areas](#) **Credits:** 3 hours
- [SPED 4040 - Field Experience in Special Education II: Data-Based Decision Making and Effective Instruction](#) **Credits:** 3 hour
- [SPED 3390 - Collaboration and Communication in Special Education](#) **Credits:** 3 hours
- [SPED 4350 - Evidence-Based Instruction II: Focus on 6-12 Language Arts, Math, Science and Social Studies](#) **Credits:** 3 hours
- [SPED 4810 - Field Experience in Special Education III: Strategic Interventions for Learners with High Incidence Disabilities](#) **Credits:** 3 hour
- [SPED 4100 - Seminar in Special Education: Learning Disabilities and Emotional Impairments](#) **Credits:** 2 hours
- [SPED 4760 - Intern Teaching in Special Education: Learning Disabilities](#) **Credits:** 6 hours

## Course Requirements in Emotional Impairments (20 hours)

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- [SPED 3310 - Field Experience in Special Education I: Effective Instruction](#) **Credits:** 3 hour
- [SPED 3700 - Introduction to Emotional Impairments](#) **Credits:** 3 hours
- [SPED 3710 - Field Experience in Emotional Impairments](#) **Credits:** 3 hour
- [SPED 3750 - Strategic Interventions for Social and Academic Behaviors](#) **Credits:** 3 hours

- [SPED 4100 - Seminar in Special Education: Learning Disabilities and Emotional Impairments](#) **Credits:** 2 hours
- [SPED 4750 - Intern Teaching in Special Education: Emotional Impairments](#) **Credits:** 6 hours

## Minor

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There is no minor required.



# **Special Education Learning Disabilities K-12 and Elementary Education PK-3.**

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## **Elementary PK-3 Pre-Education Requirements (42 hours)**

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- ENGL 1050 – Thought and Writing Credits: 3 hours
- ENGL 3690 – Writing in Elementary School Credits: 3 hours
- ENGL 3820 – Literature for the Young Child Credits: 3 hours
  
- MATH 1140 – Essential Quantitative Reasoning Credits: 3 hours
- MATH 1520 – Early Mathematical Reasoning Credits: 3 hours
- MATH 2530 – Number & Computations I Credits: 3 hours
- MATH 2540 – Number & Computations II Credits: 3 hours
  
- SCI 1600 – Integrated Science Credits: 3 hours
- SCI 2070 – Explorations in Physical Science Credits: 3 hours
  
- LS 2900 – Early Literacy in Diverse & Digital Societies Credits: 3 hours
  
- ED 2002 – Elementary Teaching Lab 1: PK-3 Credits: 1 hours
- ED 2500 – Child Development Credits: 3 hours
- ED 2900 – Introduction to Teaching Credits: 3 hours
- ED 3002 – Elementary Teaching Lab 2: Grades PK-3 Credits: 2 hours

## **Elementary PK-3 Professional Level Requirements (29 hours)**

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Students must meet Elementary Education admissions requirements or be accepted into the Special Education professional program in order to take the Professional Level Elementary Education classes listed below.

A minimum grade of “CB” must be earned in all Professional Level Elementary Education courses.

- LS 4150 – Foundations of Literacy Credits: 3
- LS 4200 – Literacy Assessment & Instruction Credits: 2 hours
- LS 4210 – Literacy Assessment & Instructional Practice Credits: 1 hour
- ES 3950 – School and Society Credits: 3 hours
- ED 3011 – Elementary Education Science Methods I: Investigative Practices Credits: 3 hours
- ED 4012 – Elementary Education Science Methods II: Scientific Model Creation and Engineering by Design Credits: 4 hours
- ED 4071 – Teaching Grades PK-3: Social Studies 1 Credits: 3 hours
- ED 4100 – Internship Seminar Credits: 2 hours
- ED 4300 – Integrated Arts in the Elementary School Credits: 3 hours
- ED 4710 – Internship Teaching: Elementary/Middle School Credits: 10 hours

# Course Requirements in Learning Disabilities (32 hours)

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Students must be accepted into the Special Education professional program in order to take the Special Education classes listed below.

A minimum grade of “CB” must be earned in all Special Education classes.

**Note:** Students must see a department advisor regarding the sequence in which the courses must be completed.

- [SPED 3300 - Foundations of Special Education](#) **Credits:** 3 hours
- [SPED 3380 - Prevention and Intervention Techniques for Establishing Positive School Environments](#) **Credits:** 3 hours
- [SPED 3390 - Collaboration and Communication in Special Education](#) **Credits:** 3 hours
- [SPED 4040 - Field Experience in Special Education II: Data-Based Decision Making and Effective Instruction](#) **Credits:** 3 hour
- [SPED 4100 - Seminar in Special Education: Learning Disabilities and Emotional Impairments](#) **Credits:** 2 hours
- [SPED 4330 - Assessment and Data-Based Decision Making in Special Education](#) **Credits:** 3 hours
- [SPED 4340 - Evidence-Based Instruction I: Focus on K-5 Foundations of Reading, Written Language, and Content Areas](#) **Credits:** 3 hours
- [SPED 4350 - Evidence-Based Instruction II: Focus on 6-12 Language Arts, Math, Science and Social Studies](#) **Credits:** 3 hours
- [SPED 4760 - Intern Teaching in Special Education: Learning Disabilities](#) **Credits:** 6 hours
- [SPED 4810 - Field Experience in Special Education III: Strategic Interventions for Learners with High Incidence Disabilities](#) **Credits:** 3 hour

## Minor

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There is no minor required.

# WESTERN MICHIGAN UNIVERSITY



Department of Teaching, Learning, and Educational Studies  
College of Education and Human Development

October 11, 2020

To Whom It May Concern:

This letter confirms that the Elementary Education program faculty approve the Special Education- Learning Disabilities (LD) undergraduate major. The LD major will be an additional endorsement option for elementary education majors in PK-3. There is a shortage of special education teachers across all categories. This major will appeal to many students because it allows them to obtain elementary teaching certification and the LD endorsement in 4 years. There will be a sufficient number of students within the PK-3 major who choose this option to ensure that it will be a viable undergraduate program. Please contact me if you have more questions or need more information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Regena F. Nelson".

Regena F. Nelson, Ph.D.  
Professor and Chair,  
Teaching, Learning and Undergraduate Studies

# WESTERN MICHIGAN UNIVERSITY



Special Education and Literacy Studies  
College of Education and Human Development

October 10, 2020

To whom it may concern:

The Literacy Studies Unit has reviewed the revised curriculum of Special Education Learning Disabilities K-12 and Elementary Education PK-3 in addition to the proposal for an Accelerated Graduate Degree Program in Master of Arts in Special Education: Master Teacher. We have no objections to these proposals. We certify that the revised curriculum and the new AGDP program do not overlap with any of our course offerings. Even though there is also currently a PK-3+ TESOL curriculum that is also being proposed, we have very different foci and will, thus, attract different students into these programs. We support these proposals by our colleagues in the Special Education Unit.

Please contact us if you have any more questions or concerns.

Sincerely,

Selena Protacio on behalf of the Literacy Studies Unit

Susan Piazza

Virginia David

Elizabeth Isidro

Laura Teichert

Special Education and Literacy Studies  
Western Michigan University  
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CAMPUS SITE: 4571 Sangren Hall

# WESTERN MICHIGAN UNIVERSITY



Office of the Dean  
College of Arts and Sciences

September 22, 2020

To Whom It May Concern,

Thank you for requesting a letter of support from the College of Arts and Sciences (CAS) regarding the College of Education and Human Development (CEHD) curricular proposal to revise the Elementary Education Program. We recognize that this proposal is intended to improve time-to-degree for students by reducing the required number of credit hours to a maximum of 122, and we are fully in support of your effort to enhance student success with the revised programs. We are also aware that many of the proposed program changes are driven by new requirements in the Michigan Department of Education (MDE) teacher certification standards, new grade band requirements, and the need to ensure that our graduates are well prepared to become accredited and outstanding elementary school teachers.

We understand that the proposed changes will result in elementary education students enrolling in fewer CAS courses. We understand the necessity of making these changes in order to address the time-to-degree concerns and the new MDE teacher certification requirements, and we recognize that CEHD, as well as CAS, has made numerous compromises to arrive at this proposed curriculum. Nonetheless, we think it is important to note that we are disappointed that we will lose significant enrollment in CAS courses with these proposed changes, unless elementary education enrollments increase dramatically – and we sincerely hope that with these changes they will. Furthermore, we also note that students will no longer have the option to specialize in a specific discipline. Again, we fully recognize the rationale for these changes, but we fundamentally believe that the significant decrease in discipline-specific content preparation will be to the detriment of future teachers and their pupils.

In spite of these significant concerns, CAS supports the four majors proposed by CEHD: Elementary Education; Early Childhood Education; Special Education; and Teaching English to Speakers of Other Languages. We also appreciate the improved communication with CEHD leadership and effected departments in our college this past year as program proposal revisions were drafted. Thank you for your persistence and increased inclusivity and collaboration. As stated last year, we fully support the intent of the proposed new elementary education programs, which are designed to increase the quality and quantity of new elementary ed teachers by focusing their courses of study in a concentrated manner to meet the MDE grade band requirements and by decreasing time-to-degree for our students and appreciate your efforts to meet these goals.

Sincerely,

A handwritten signature in blue ink, appearing to be 'C. Koretsky', written in a cursive style.

Dr. Carla M. Koretsky, Dean  
College of Arts and Sciences