Request to Change or Adapt a Registered Program

Item	Response *(type in the requested information)*
Institution name and address	**ROCHESTER INSTITUTE OF TECHNOLOGY** **1 Lomb Memorial Drive** **Rochester, New York 14623** *Additional information*: ▪ Specify campus where program is offered, if other than the main campus:
Identify the program you wish to change	Program title: Secondary Education of Students who are Deaf or Hard of Hearing Awards: Master of Science Credits: 94 quarter credits converted to 66 semester credits HEGIS code: 0803.00 Program code: 25171
Contact person for this proposal	Name and title: **Christine M. Licata, Senior Associate Provost** Telephone:585-475-2953 Fax:585-475-4460 E-mail: cmlnbt@rit.edu

CEO (or designee) **approval**	Name and title: **Jeremy Haefner, Provost and Sr. Vice President for Academic Affairs**
	Signature and date:
Signature affirms the institution's commitment to support the program as revised.	If the program will be registered jointly[1] with another institution, provide the following information:
	Partner institution's name:
	Name and title of partner institution's CEO:
	Signature of partner institution's CEO:

1. RIT Program Conversion: Overview of Proposed Changes

Describe how program faculty used the calendar conversion process as an opportunity to revise and improve the program.

Program Revisions and Improvements

The Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE) program was originally approved by NYSED in 1995 and then re-registered in 2001. It was also approved by the Council on Education of the Deaf in 1997 and re-approved in 2003 (the next site visit will occur sometime during AY2011). The program also received provisional accreditation from the Teacher Education Accreditation Council (2007-2012).

The conversion process gave us the opportunity to update and redesign the curriculum to address the changing demographics, knowledge and needs in the profession of education of students who are deaf or hard of hearing. At the same time, we had to adhere to the requirements stated by the New York State Education Department and Council on Education of the Deaf as well as the recommendations from the Teacher Education Accreditation Council. We also kept in mind the objectives from the New York State Teacher Certification Test for the teacher of the deaf content area (See Appendices A & B).

We have learned from educational satisfaction, alumni, and school administrator surveys as well as the outcomes assessment findings that the program needs to strengthen the following areas: classroom management, Individual Education Plan (IEP) writing, and working with students in mainstreamed programs. To address those needs, we have developed three new courses: General Instructional Methods, Issues in Mainstreamed Education and American Sign Language (ASL) in Instructional Delivery. We also looked into how we can strengthen our admissions requirements (ASL skills upon entry, writing skills and credit hours and quality of coursework in the content area students wish to become certified to teach). The program will strictly enforce the requirement that prior to matriculation the new students have already taken and passed Beginning ASL I (MCAS-201) or its equivalent. This is a higher skill level than the quarter-based ASL I. Skill level will determine course placement for the fall semester as evaluated by the Department of ASL and Interpreter Education.

The major changes we are proposing are:
• Require a professional portfolio as the culminating activity for graduation
• Require students to do a 100-hour practicum experience during the first-year intercession
• Offer "Inquiry in Teaching" (independent research project) as an elective

Describe how your converted program responds to the RIT Academic Program Profile.

Academic Program Profile

1. Critical Thinking
The process of becoming a teacher requires critical reflection/analysis of the many evidence-based theories and practices that are presented and addressed in our courses. Our students are asked to reflect on what they need to do to become what they consider their ideal teaching selves. Throughout their courses, practicum experience and student teaching assignments, they are required to do critical analysis of what they learned from the courses, observed in the variety of school settings, and the lessons taught during student teaching. In addition, the students have two microteaching experiences during the methods course. They are required to reflect on and analyze their real teaching self and develop plans for improvement. As a culminating activity, the students will be required to develop a

professional portfolio that will be evidence of what they have learned and of what they will strive to be as teachers of students who are deaf or hard of hearing.

2. Global Interconnectedness

Several courses in the program address diversity in language, cultures, and school environment. They are:

> Structure of ASL and English
> Language Acquisition and Learning
> Teaching Deaf and Hard-of-Hearing Students with Special Educational Needs
> Educational and Cultural Diversity
> History of Deaf Education Thought and Practice

These courses address the diversity among deaf students, deaf community, and the school environment. They also present the contributions Deaf people have made to the profession as well as encourage an understanding of the values and beliefs within Deaf culture. The history course (MSSE-700) discusses the two-way influences between the American and international educational systems.

The program has had experience in working with programs abroad, such as Sweden, Greece, The Netherlands and Germany through Project Inclusion. We have developed a relationship with Hogeschool Utrecht (The Netherlands). That is in its earliest stages. The purpose is for the students from both programs (Utrecht and MSSE) to learn about each other's educational systems. Also, through PEN-International, the program faculty has provided seminars and workshops to teachers from Vietnam, the Philippines and Hong Kong. It is our hope that the project will continue.

We have a student teacher pursuing a long-term assignment in India. She has been working since September 2010 (until February 2011) with a group of teen-agers who are deaf. We have also had international students from China, Thailand, Greece (a Fulbright scholar), Portugal, and India. All, except the student from India who is teaching at a school for the deaf in Massachusetts, have returned to their home countries and are now working with deaf and hard-of-hearing students.

3. Ethical Reasoning

Personal and professional ethics are instilled throughout the program. During the initial orientation, all students receive the Code of Professional Behavior developed by the MSSE students and program faculty in 2000. The code outlines the attitudes and behaviors that are expected of all of our teacher candidates during the program, field (practicum) experience, and student teaching. In one of the new courses, "General Instructional Methods," topics on classroom management and professional ethics will be covered.

In addition, the students are required to attend workshops (mandated by NYSED) on mandated reporting and prevention of violence in schools. Students are reminded of the professional code before they leave for student teaching. The student teaching evaluation form includes professional conduct as one of the many characteristics of teaching performance.

4. Integrative Literacies

The program does not formally address scientific, computational or digital, mathematical, aesthetic, literacies during the students' graduate studies. They are required to have already completed a bachelor's degree prior to matriculating into the MSSE program. Successfully completing liberal arts, science, mathematics, arts and humanities courses should occur during their undergraduate studies. The evidence should be found on their transcripts. To continue their aesthetic literacy, we do encourage our students to take advantage of the many cultural events offered at NTID and within the Rochester Deaf community.

To reinforce their computational and mathematical literacies, the MSSE students are required to

interpret and analyze audiological, psychological, and research data as presented in the following courses: MSSE-722 (Educational Audiology and Spoken Language Development), MSSE-713 (Assessment Principles and Practices), MSSE-794 (Inquiry in Teaching), and MSSE-790 (Professional Portfolio). These analytical skills will be applied to writing Individual Education Plans (IEP) and conducting classroom and original research.

During their time in the MSSE program, students are expected to be competent communicators in ASL and English. Those who are new to ASL are expected to take ASL during the first semester of the program. All students are expected to achieve at least an "Intermediate" rating on the Sign Language Proficiency Interview before graduation. For English literacies, students are expected to submit critiques, research papers, lesson plans, unit plans, and other written assignments throughout all of the courses. Their written work is evaluated based on quality of their writing, critical analysis, and clarity of thought and expression. As a culminating activity, all students are required to submit a professional portfolio, which must include an original research project, their teaching philosophy, a selected lesson plan, and a selected unit plan, and other items that demonstrate their knowledge, beliefs, and experience.

5. Creative and Innovative Thinking
Becoming a teacher is a creative and innovative process. Our students are exposed to a wide variety of theories, practices and perspectives on teaching deaf and hard-of-hearing students They are encouraged to explore their "real and ideal" teaching selves through reflections and critical analysis during their courses, practicum, and student teaching experiences. They are also given the opportunity to demonstrate innovation through their work in the courses. For example, students have been asked to work with historical documents to produce a creative research project as well as develop original ideas for their unit plans. One of the goals of the program is to prepare our students to be lifelong, reflective learners as well as innovative teachers throughout their teaching careers.

As mentioned previously, our students are required to develop a professional portfolio as their culminating project before graduating from the program. They will be given guidelines for the process when they enroll into the program. Students will be expected to develop their teaching philosophy, identify a teaching/learning issue, pursue an action research project, and submit innovative lesson and unit plans and other items as recommended in the guidelines.

NYSED: Please check the appropriate boxes in section A-H and provide other requested information as appropriate.

A. **Program Goals, Objectives, Focus and/or Design**
Have there been changes to the goals, objectives, focus and /or design of the program?

	No changes
√	Slight-moderate changes
	Substantive changes (e.g., substantial change in the focus and design of the program; change of 1/3 or more in program outcomes/objectives and accompanying content of the program).

Explain any proposed changes, the rationale for these changes, the impact of changes on the capacity of current faculty to deliver the revised program, impact, if any, on current admissions standards and the expected impact on enrollment projections. Enrollment Projection changes should be provided by EMCS, as appropriate.

The program has permission to reduce the number of accepted students to 25 (from 30). This will allow more rigorous application review process. The admissions requirements will be strengthened by rigorous review of writing ability of the applicants as well as the quality of their coursework in the content area they wish to become certified to teach (English, math, social studies, biology, chemistry, earth science, physics and ASL). We will also require that students have taken and passed Beginning ASL I (MCAS-201) or its equivalent prior to matriculating into the program.

With the blending and deletion of some of our courses, there should be no impact on faculty who teach in the program. The only new course that is not part of the NYS or Council on Education of the Deaf (CED) requirement is "Issues in Mainstreamed Education" (MSSE-715). This course was developed as a result of a weakness in the program stated by the Teacher Education Accreditation Council (TEAC). We also added "General Instructional Methods" (MSSE-710) as a result of past surveys expressed by MSSE alumni and school administrators indicating that more preparation is needed for classroom management, IEP writing, general learning theories, lesson plan writing and other topics.

B. Program Options or Concentrations (i.e., a specific group of related courses that lead to greater understanding in a field or discipline).

√	No changes to options or concentrations
	Kept current option(s)/concentrations with some revisions
	Added an option(s)/concentration(s)
	Title of new option(s)/concentration(s)
	Eliminated option(s)/concentration(s)

Explain these proposed changes and the rationale for these changes:

C. Program Title

√	No change in program title
	New program title proposed
	New program title: Old program title:
	Explain the rationale for any proposed change in program title:

D. Elimination of a requirement for completion (e.g. requirements to be eliminated might include an internship, clinical, cooperative education or other work-based experience).

√	No change in requirements
	Change made to program completion requirements

Describe any change proposed and the rationale for the change:

E. Change in program award (e.g. BFA to BS, MBA to MS, etc).

√	No change in program award
	Change in program award

Describe any proposed change and the rationale for the change:

F. **Mode of delivery** (e.g. adding distance education format).

√	No change in mode of delivery
	Change in mode of delivery

Describe the change proposed and the rationale for the change:

G. Format Change (a change that alters the program's financial aid eligibility;e.g. from full-time to part-time, or to an abbreviated or accelerated semester format).

√	No change in format
	Proposed change in format

Describe the proposed change in format and any change in availability of courses, faculty, resources or support services that this proposed format change requires:

H. Discontinuing a Program

√	No discontinuance
	Proposed discontinuance

Indicate the date by which the program will be discontinued and reason for discontinuance action:

I. Dual-Degree Program
   a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			

   b) Proposed dual-degree program (title and award):

   c) Courses that will be counted toward both awards:

   d) Length of time for candidates to complete the proposed program:

   e) Use the Sample Program Schedule in Table 1 to show the sequencing and scheduling of courses in the dual-degree program.

J. Creating a new program by merging or consolidating with one or more existing programs <u>and</u> basing the new program entirely on existing courses converted to semester calendar

  a) Provide Current Program Name(s) and Program Code(s)

  b) Brief description of proposed program and rationale for converting the existing coursework to a separately registered program.

  c) Brief description of the expected impact on existing program(s).

  d) Adjustments the institution will make to its current resource allocations to support the newly created program.

  e) Statement confirming that the admissions standards, process and evaluation methods are the same as those in the existing program.

2. Program Course Mask and Schedule

Directions:
  a) Using Table 1, display program course sequencing by semester. Use the table to show how a typical student may progress through the program.
      a. Free electives which may be taken from any college should be designated in table 1 and table 2. A listing of possible elective courses is not needed.
      b. If a program includes track, concentration, area of interest or general technical/professional electives , please indicate this in table 1 and table 2. In addition please attach a list of the courses (number, name, credit hours) that satisfy this requirement.
      c. If a program includes electives from a broad discipline area or areas (which are not included as part of the general education requirement) please list the discipline area (eg. Mathematics). A list of specific courses is not required.
  b) Using **Table 2** (which follows below), display program courses by year level in the quarter calendar and display how program courses have been converted to the semester calendar. Please follow the course conversion designation directions on Table 2.

Table 2
Program Course Conversion Table: Quarter Calendar and Semester Calendar Comparison

Name of Program: Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing   Degree: MS

Directions: Use the following legend to show course comparison by year in program in quarter calendar and semester formats. Use courses as listed in the current (2010-11) bulletin as basis for this table. Display all required program courses and program-specific elective courses. Display General Education course requirements with generic label (not each course) of "Liberal Arts and Sciences "= X Credits. Clarify how course sequences in the quarter calendar convert to semesters by either bracketing or using some other notation.

Course Conversion Designations
Semester Equivalent (SE) – Closely corresponds to one quarter course (e.g., a 4 quarter credit hour (qch) course which becomes a 3 semester credit hour (sch) course.) The semester course may develop material in greater depth or length. Identify the number and the title of the quarter course being converted.

Semester Replacement (SR) – A semester course (or courses) taking the place of previous a quarter course(s) by rearranging or combining material from a previous quarter course(s) (e.g. a two semester sequence that replaces a three quarter sequence). List the new semester course or sequence and the old quarter course or sequence it is replacing. For all SR designations, if additional space is needed to describe the distribution of content among courses, use space provided in the last column.

New (N) - No corresponding quarter course(s).

Course Deleted (D) – No corresponding semester course.

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
	Course #	Course Title	QCH	Course #	Course Title	SCH	Course Conversion Designation SE, SR, N, D	Additional comments on content distribution within semester courses
n/a	0886-199	ASL I	(4)	MLAS-201	Beginning ASL I	(4)	SR	MLAS 201- Beginning ASL I being substituted for the NTID ASL I course 0886-199; MLAS-201 is a SR for 0525-390 Beginning ASL I and parts of 0525-391 Beginning ASL II
1	0886-200	ASL II	4	(MLAS-202)	Beginning ASL II or other ASL course as needed	4	SR	Sign language course as needed to meet the graduation requirement of sign language rating of at least Intermediate on the SLPI
1	0835-700	History of Deaf Educational Thought and Practice	4	MSSE-700	History of Deaf Educational Thought and Practice	3	SR	MSSE-700 includes some objectives from 0835-705 Political/Legal Environment
1	0835-701	Psychology and Sociology of Deaf Students	4	MSSE-701	Psychology and Human Development	3	SE	
1	0835-703	Special Education in the Social Context	4	MSSE-703	Foundations of Special Education	3	SE	
1	0835-706	Educational Technology and Teaching	2				D	Objectives from 0835-706 will be included in MSSE-710 General Instructional Methods
1				MSSE-710	General Instructional Methods	3	N	

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Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
1	0835-712	Curriculum Content and Methods of Instruction	4	MSSE-714	Curriculum Content and Methods of Instruction	3	SE	
1	0835-721	Structure of ASL	4	MSSE-725	Structures of American Sign Language & English	3	SR	Objectives from 0835-724 English Language Development and 0835-721 Structure of ASL are included in this course
1	0835-722	Audition and Spoken Language: Applications in Education	4	MSSE-722	Educational Audiology and Spoken Language Development	3	SE	
1	0835-723	Language Acquisition and Variation	4	MSSE-726	Language Acquisition and Learning	3	SR	Objectives from 0835-723 Language Acquisition and Variation and 0835-724 English Language Development are included in this course
1				MSSE-727	ASL in Instructional Delivery	3	N	
1	0835-820	Perspectives on Teaching Deaf and Hard-of-Hearing Students	2					Objectives from this course will be included in both Student Teaching I and II, MSSE-760 and 761
1	0835-860	Student Teaching I	10	MSSE-760	Student Teaching I	6	SE	
1	0835-999	Field Experience	0	MSSE-712	Practicum	2	SE	
2	0835-702	Educational and Cultural Diversity	4	MSSE-702	Educational and Cultural Diversity	3	SE	
2	0835-704	Teaching Deaf Learners with Secondary Disabilities	4	MSSE-704	Teaching Deaf and Hard-of-Hearing Learners with Special Educational Needs	3	SE	
2	0835-705	Political/Legal Environment	4				D	Objectives will be incorporated in MSSE-700 History of Deaf Educational Thought and Practice and MSSE-715 Issues in Mainstreamed Education
2	0835-713	Assessment	4	MSSE-713	Assessment Principles and Practices	3	SE	
				MSSE-715	Issues in Mainstreamed Education	3	N	
2	0835-724	English Language Development	4	MSSE-728	Literacy and the Deaf Adolescent	3	SE	
2	0835-790	Foundations of Educational Research	4	MSSE-785	Foundations of Educational Research	3	SE	
2	0835-861	Student Teaching II	10	MSSE-761	Student Teaching II	6	SE	
2	0835-890	Masters Project	8	MSSE-794	Inquiry in Teaching	(3)	SR	MSSE-794 includes components of 0835-880 and 0835-890. This is an elective course for those who wish to pursue an original research project.
2	0835-880	Master's Project Seminar	2				SR	Objectives of 0835-880 will be included in MSSE-790*f* Professional Portfolio as well as

Year	QUARTER: Current Program Courses			SEMESTER: Converted Program Courses			Course Conversion Designation	
								in the elective course, MSSE-794 Inquiry in Teaching
2				MSSE-790	Professional Portfolio	3	SR	MSSE-790 includes components of 0835-880 and 0835-890
2	0835-898	Special Topics	(1-4)	MSSE-789	Special Topics	(1-3)	SE	
2	0835-899	Independent Study	(1-4)	MSSE-799	Independent Study	(1-3)	SE	
		Total	**94**		**Total**	**66**		

Table 1b: Graduate Program Schedule

- Indicate academic calendar type: _√_ Semester ___Quarter ___ Trimester ___Other (describe)
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

Term: Fall 1				Term: Spring 1			
Course Number & Title	**Credits**	**New**	**Prerequisite(s)**	**Course Number & Title**	**Credits**	**New**	**Prerequisite(s)**
MSSE-700 History of Deaf Educational Thought and Practice	3		None	MSSE-712 Practicum	2		MSSE-710 General Instructional Methods with minimum grade of B
MSSE-701 Psychology & Human Development	3		None	MSSE-704 Teaching Deaf and Hard of Hearing Learners Special Educational Needs	3		MSSE-703 Foundations of Special Education
MSSE-703 Foundations of Special Education	3		None	MSSE-713 Assessment Principles.& Practices	3		None
MSSE-710 General Instructional Methods	3	√	None	MSSE-726 Language Acquisition & Learning	3		MSSE-725 Structures of ASL & English
MSSE-725 Structures of ASL & English	3		None	MSSE-727 ASL in Instructional Delivery	3	√	MSSE-725 Structures of ASL & English
MLAS-202 Beginning ASL II	4		None	MSSE-785 Foundations of Educational Research	3		None
Term credit total:	19			Term credit total:	17		

Term: Fall 2				Term: Spring 2			
Course Number & Title	**Credits**	**New**	**Prerequisite(s)**	**Course Number & Title**	**Credits**	**New**	**Prerequisite(s)**
MSSE-702 Educational and Cultural Diversity	3		None	MSSE-760 Student Teaching I	6		MSSE-714 Curr. Cont. Methods with minimum grade of B
MSSE-714 Curriculum Content and Methods of Instruction	3		MSSE-710 General Instructional Methods with minimum grade of B MSSE-712 Practicum with minimum grade of B	MSSE-761 Student Teaching II	6		MSSE-760 Student Teaching I with minimum grade of B
MSSE-722 Educational Audiology and Spoken Language Development	3		None	MSSE-790 Professional Portfolio	3		MSSE-785 Foundations of Educational Research, MSSE-714
MSSE-728 Literacy and the Deaf Adolescent	3		MSSE-726 Language Acquisition and Learning	MSSE-794 Inquiry in Teaching (elective)	(3)		MSSE-785 Foundations of Educational Research
MSSE-715 Issues in Mainstreamed Education	3	√	None				
Term credit total:	15			Term credit total:	15		

Program Totals:	Credits: 66	**For Master's programs, identify the required comprehensive, culminating element(s) (e.g., thesis), including course number if applicable:** MSSE-790 Professional Portfolio

New: indicate if new course   **Prerequisite(s):** list prerequisite(s) for the noted course

3. Program Level Outcomes Assessment Plan

See Program Outcomes Assessment [Overview and Directions](#) for guidance, required form, and sample plans.

√	a. Attach updated Program Level Outcomes Assessment Plan which should include how your program meets the RIT Essential Program Outcomes outlined in the RIT [Academic Program Profile](#). b. Program Assessment Plan should follow one of the formats found at: *Program Level Outcomes Assessment Plan Blank Form Option 1* *Program Level Outcomes Assessment Plan Blank Form Option 2* *Program Level Outcomes Assessment Plan Blank Form Option 3*
√	c. Complete information requested in [Table 3](#) for Middle States. (See: [Sample Completed Form](#) for guidance and other information.)

4. RIT Incremental Resources (faculty, space, library holdings, equipment, other)

It is not expected that significant incremental resources will be required to deliver the same program outcomes in a semester format. If you believe that incremental resources are required, please explain.

None needed

5. RIT Course Outlines

Course outlines for all required courses offered by the program and any program-specific electives must be deposited in the course outlines-final PDF module using the proper naming conventions. Use the RIT [Course Outline Form](#). These course outlines will be reviewed by the curriculum committees.

For guidance on assignment of appropriate credit hour/contact hour designation, please refer to:
[http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL[1]Dec09.pdf](#)

Congratulations! You are on your way to conversion!

Table3.doc

Version 1

Audience
This document is intended for all department chairs and program directors.

Summary

This document is used to collect information on the use of program-level outcomes data to make improvements and changes to programs.

Change Log

Responsible	Date	Version	Short description
Anne Wahl	6/15/2010	1	Document originator
Gerry Bateman	1/26/11	2	MSSE program document

TABLE 3

Use of Program Level Assessment Data to
Inform Calendar Conversion

Program Name/College <u>Master of Science in Secondary Education/NTID</u>

Program Assessment Contact: <u>Dr. Gerald C. Bateman</u>

Describe how you used the results from your current program level outcomes assessment plan to inform proposed changes to your program made as part of the conversion to semesters.

Changes to Curriculum (program focus, content, requirements, course inventory, etc.)	Data Source (2009-10) List data, measures, findings, etc. used to inform change(s).
Course Inventory • New courses are being proposed: 1) General Instructional Methods, 2) Issues in Mainstreamed Education and 3) ASL in Instructional Delivery • For the culminating experience, the students will be required to submit a professional portfolio which includes a classroom action research project. • Students who wish to pursue out-of-classroom research projects may elect to take "Inquiry in Teaching"	1. Outcomes Assessment (2009-2010 and before) results from the alumni survey showed that more than 75% of the graduates were satisfied with their preparation. At the same time, they recommended that the program offer at least two methods courses to provide more practice in lesson/unit planning, classroom management strategies, IEP writing, assessment and microteaching experiences. Results from the employer surveys support this too, especially more thorough preparation in lesson planning. 2. TEAC report (2007) stated that there is a need to expand knowledge and experience in itinerant teaching/mainstreamed environment. The course, "Issues in Mainstreamed Education," is developed to address this need.

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	3. "ASL in Instructional Delivery" addresses the NYSED pedagogical core requirement for "using and teaching ASL and other communication strategies."
	4. The New York State Education Department is moving toward requiring teacher candidates to develop professional portfolios (New York State Board of Regents, November 16, 2009).
	5. The elective course, "Inquiry in Teaching" will give the students the opportunity to work with researchers or other faculty mentors as part of their graduate assistantship and pursue an out-of-class research project while in the two-year program.
Changes to Instruction (pedagogy, strategies, etc.)	
No changes	n/a
Changes to Program Assessment Plan (outcomes, data sources, instruments, etc.)	
The program's goals are essentially unchanged. They have been modified for brevity and clarity. The assessment plan has been re-organized and modified (see the Program Level Outcomes Assessment Plan). Additional measures related to the four program-level goals have been added, e.g., use of evidence-based practices, content area knowledge, technology skills,	Additional measures have been added to address the recommendations (2007) from the Teacher Education Accreditation Council (TEAC). The program has been asked to strengthen reliability and validity in our assessment measures.

communication skills and addressing diversity among the students in the classroom (including communication)	
Other Programmatic Changes/Comments	
No changes	n/a

Option 1
Program Level Outcomes Assessment Plan

Program Name/College: Master of Science in Secondary Education/NTID   College Contact for Program Assessment: Dr. Gerald C. Bateman

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
Please List program-level goals	Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes - check all that apply ☒ Double click on the check box and find the **Default Value** and click **Checked** to check the box. To uncheck, the box, double click and then click **Not Checked.**	Assessment opportunity (course/experience) method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared. List any recommendations or action items
1. Prepare teachers as highly-qualified practitioners in the education of students who are Deaf or Hard of Hearing	1.1 Demonstrate they are qualified and competent teachers	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. Student Teaching Evaluation (including the summary items) 2. Employer Satisfaction Survey 3. Evidence of 30 semester credits in the content area 4. NYSTCE pass rate	1. At least 75% of the student teachers receive a rating of at least 3 they are competent and qualified on the summary section of the student teaching evaluation 2. At least 75% of the school administrators will confirm that our graduates are competent and qualified 3. 100% of students will	1. Student teaching evaluations are conducted annually 2. School administrator surveys are conducted biennially 3. Transcript review for content credits are done annually 4. NYSTCE pass rate are reported annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and in the TEAC annual report. Results will be shared with the MSSE faculty as well as used to inform changes in instructional strategies, curriculum and admissions process

				have the required credits. 4. At least 75% of graduates will pass NYSTCE			
	1.2 Demonstrate competence in the use of ASL	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☒ Creative/Innovative Thinking	1, Sign Language Proficiency Interview (SLPI) 2. Communication section of the Student Teaching Evaluation	1. 90% of the graduates receive at least "Intermediate" rating on the SLPI 2. At least 85% of the students receive a rating of 4 or 5 on their communication skills	1. The SLPI is offered quarterly and students take it anytime before graduation. The SLPI final results are reported for each graduating class 2. Student teaching evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports. The course, "ASL in Instructional Delivery" has been developed to address this need.
2. Prepare teachers to utilize evidence-based practices, including content-specialized pedagogies and technology, and educational assessment throughout their teaching experience.	2.1 Demonstrate knowledge in their respective content areas	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 and 712 General Instructional Methods and Curriculum Content and Methods of Instruction 2. Student Teaching Evaluation 3. Content Specialty Test in a respective content area	1. 100% of the students receive at least a B in the two courses 2. At least 85% of the students receive a rating of 4 or 5 for the lesson planning section of the student teaching evaluation. 3. At least 80% of the students pass the	Evaluations are conducted annually during the two courses and student teaching experiences Students must successfully pass the content area certification tests before they apply for NYS teacher certification	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports, the annual RIT program completers report, and TEAC annual report

				content specialty test in their specific content area			
	2.2 Demonstrate technology skills in teaching	☒ Critical Thinking ☐ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 and 712 General Instructional Methods and Curriculum Content and Methods of Instruction 2. Any MSSE course where students are required to use technology strategies in their assignments, including during both student teaching assignments	1. 100% of the students prepare lesson plans using technology 2. At least 85% of the students receive a rating of 4 or 5 for the use of technology in the classroom during both student teaching assignments	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. The use of technology in the classroom will be a major component in the new course, "General Instructional Methods."
	2.3 Demonstrate skills in writing lesson and unit plans	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 and 712 General Instructional Methods and Curriculum Content and Methods of Instruction 2. Student Teaching assignment and evaluation	1. 100% of the students receive at least a B from each methods course 2. At least 85% of the students receive a rating or 4 or 5 for the lesson planning and teaching performance sections of the student teaching evaluation	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. The methods course has been and will be modified based on results of the findings.

	2.4 Demonstrate strategies to assess students' learning	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☐ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 and MSSE-714 General Instructional Methods and Curriculum Content and Methods of Instruction 2.Student Teaching Assignment and Evaluation	1. 100% of the students receive at least a B from MSSE-710 and MSSE-714 2. At least 85% of the students receive a rating or 4 or 5 for the teaching performance section of the student teaching evaluation	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. The assessment and methods courses have been and will be modified based on results of the findings.
	2.5 Demonstrate skills in classroom management	☒ Critical Thinking ☒ Ethical Reasoning ☐ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 and 714 General Instructional Methods and Curriculum Content and Methods of Instruction 2. Student Teaching assignment and evaluation	1. 100% of the students receive at least a B from each methods course 2. At least 85% of the students receive a rating or 4 or 5 for the teaching performance sections of the student teaching evaluation	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. Based on results of past findings and alumni and school employers surveys, "General Instructional Methods" was developed to address the need to improve classroom management skills.
3. Prepare	3.1 Prepare	☒ Critical Thinking	1. MSSE-710	1. 100% of the	Evaluations	Program	Data will be

						Director	reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. As a result of the findings and TEAC recommendation, the course, "Issues in Mainstreamed Education" has been developed.
teachers to support the social, academic, and communication needs of diverse students in a variety of K-12 classroom environments	and modify lessons to meet the diverse needs of their students	☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	General Instructional Methods, MSSE-714 Curriculum Contents and Methods of Instruction, MSSE-704 Teaching Deaf Students with Diverse Needs, MSSE-702 Educational and Cultural Diversity 2. Student teaching assignment and evaluation	students receive at least a B in MSSE-710, 714, 702 and 704 2. 100% of the students will develop lesson plans including adaption for the unique learning needs of their students 3. At least 85% of the students receive a rating or 4 or 5 for the lesson planning and teaching performance sections of the student teaching evaluation	are conducted annually		
	3.2 Adapt the classroom environment to meet the diverse needs of their students	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 General Instructional Methods, MSSE-712 Curriculum Contents and Methods of Instruction, MSSE-704 Teaching Deaf Students with Diverse Needs, MSSE-702 Educational and Cultural Diversity 2. Student teaching	1. 100% of the students receive at least a B in MSSE-710, 712, 702 and 704 2. At least 85% of the students receive a rating or 4 or 5 for the lesson planning and teaching performance sections of the student teaching	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. As a result of the findings and TEAC recommendation, the course, "Issues in Mainstreamed

			assignment and evaluation	evaluation			Education" has been developed.
	3.3 Adapt their communication styles to meet the diverse needs of their students	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE-710 General Instructional Methods, MSSE-712 Curriculum Contents and Methods of Instruction, MSSE-704 Teaching Deaf Students with Diverse Needs, MSSE-702 Educational and Cultural Diversity, MSSE-727 ASL in Instructional Delivery 2. Student teaching assignment and evaluation	1. 100% of the students receive at least a B in MSSE-710, 712, 702, 704 and 727. At least 85% of the students receive a rating or 4 or 5 for the l teaching performance and communication sections of the student teaching evaluation	Evaluations are conducted annually	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report. As a result of the findings and TEAC recommendation, the course, "Issues in Mainstreamed Education" has been developed.
4. Prepare teachers to be lifelong, reflective learners	4.1 Write a reflective journal throughout the program	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	1. MSSE Student Orientation on the Professional Portfolio Process 2. MSSE-710 General Instructional Methods, MSSE-712 Curriculum Content and Methods of Instruction	1.100% of the students attend the orientation 2. 100% of the students keep an acceptable, reflective journal as determined by a rubric	Journals will be checked annually during MSSE-710 and MSSE 712	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report.
	4.2 Develop and conduct a classroom action research plan	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	MSSE-785 Foundations of Educational Research and development of an action research plan	100% of the students prepare an acceptable classroom action plan	Rubric on the quality of the action research plan and the action research final report	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested

			MSSE-760 and 761 Student Teaching I and II MSSE-790 Professional Portfolio		conducted during Year Two of the students' program		reports and the TEAC annual report.
	4.2 Prepare and produce a professional portfolio	☒ Critical Thinking ☒ Ethical Reasoning ☒ Integrative Literacies ☒ Global Interconnectedness ☒ Creative/Innovative Thinking	MSSE-785 Foundations of Educational Research	100% of the students will produce an acceptable final portfolio before graduation	Rubric on the quality of the portfolio as evaluated by a team of MSSE faculty members during the final semester of the students' program Possible final formal and/or poster presentations by the students	Program Director	Data will be reported in the NTID outcomes assessment report, NTID Annual Report, RIT requested reports and the TEAC annual report.

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Appendix A

MSSE Mission Statement

To illustrate the framework for the MSSE program, the mission and outcomes of the MSSE program are enumerated below.

Mission Statement

The mission of the Master of Science in Secondary Education of Students who are Deaf or Hard of Hearing is to enhance and improve the education of Deaf and Hard of Hearing Students through its commitment to educating teachers whose practice is characterized by thoughtful action rooted in scholarship, and whose preparation will equip them to become highly-qualified professionals with high expectations for the students they serve. The program offers a unique graduate experience that prepares professionals to meet the national need for highly-qualified teachers of secondary school students who are Deaf or Hard of Hearing. Through its courses, experiential practice and field experience, it prepares teachers who are able to advance the educational attainments of Deaf and Hard of Hearing people and facilitate the provision of educational accessibility services, and who value cultural diversity.

Therefore, the program will:

• Prepare teachers as highly-qualified practitioners in the education of students who are Deaf or Hard of Hearing.
• Prepare teachers to utilize evidence-based practices, including content-specialized pedagogies and technology, and educational measures throughout their teaching experiences.
• Prepare teachers to support the social, academic, and communication needs of diverse deaf students in a variety of K-12 classroom environments.
• Prepare teachers to be lifelong, reflective learners.

Final Revised 9-30-11 and 4-13-12

Outcomes

Through the courses and experiential learning activities, students will:
1. Understand theories and practices related to human development, language, and learning
2. Understand deafness
3. Develop and apply pedagogical skills required to teach deaf and hard of hearing students in a variety of school settings
4. Develop and apply pedagogical skills required to teach within a secondary-level content area
5. Have a field-based study through graduate assistantships, micro-teaching, student-teaching, classroom observation, and teacher shadowing
6. Apply evidence-based practices in the classroom
7. Acquire curriculum development and research skills
8. Become sensitive to the diverse learning needs of deaf and hard-of-hearing students
9. Understand a variety of perspectives related to Deaf culture and community
10. Become sensitive to cultural diversity within the student population

Appendix B

New York State Education Department Pedagogical Core Requirements

	MSSE Requirements (Course Titles in Bold)
Pedagogical Core (21 semester hours)	
Human Development and Learning	
• **Psychology and Human Development**	3 credits
Teaching Students with Disabilities and Special Health-Care Needs	
• **Teaching Deaf and Hard-of-Hearing Students with Special Educational Needs**	3 credits
Teaching Literacy Skills Methods	
• **Language Acquisition and Learning**	3 credits
Teaching Literacy Skills	
• **Structures of ASL and English**	3 credits
Curriculum, Instruction, and Assessment	
• **Curriculum Content and Methods of Instruction**	3 credits
Foundations of Education	
• **History of Deaf Education Thought and Practice**	3 credits
• **Foundations of Educational Research**	3 credits

Additional Pedagogy: Deaf and Hard of Hearing (12 semester hours)

Foundations of Special Education	
• **Foundations of Special Education**	3 credits
Assessment, Diagnosis and Evaluation of Students Who are Deaf and Hard of Hearing	
• **Assessment Principles and Practices**	3 credits
• **Educational Audiology & Spoken Language Development**	3 credits
Curriculum, Instruction and Management	
• **General Instructional Methods**	3 credits
Using and Teaching ASL and other communication strategies in the Deaf Culture	
• **ASL in Instructional Delivery**	3 credits

Other (for the content area certifications)

Coursework at Student Development Level: Adolescents, Grades 7-12 (6 credits)	
• **Literacy and the Deaf Adolescent**	3 credits
• **Educational and Cultural Diversity**	3 credits
Additional course to address TEAC recommendation	
• **Issues in Mainstreamed Education**	3 credits

For both deaf/hard-of-hearing and content area certifications

- **Student Teaching I and II (40 days, 6 credits each)**   **12 credits**
- **Practicum**   **2 credits**

- All required workshops (SAVE, Mandated Reporting, Autism) and all NYS
  teacher certification exams   **0 credits**

Other:
- **Professional Portfolio**   **3 credits**
- **Inquiry in Teaching (elective)**   (3 credits)
- **ASL Course**   **4 credits**

Total Credits   **66 credits**