

Dewar COEHS Meeting Documentation Form

This form should be completed by all non–statutory committees/groups for meetings associated with the COEHS.

Statutory committees are required to maintain formal minutes.

The completed form should be filed according to approved COEHS policies and procedures.

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Committee/Group Name: Deaf Education

Chairperson/Responsible Contact: Nanci A. Scheetz

Purpose of the Meeting: 1. Discuss IEP for 2013-2014 for both the MED and the MAT Programs; 2. Review the proposed changes for the MED: Track 2 and the modifications for the proposed changes for the MAT; 3. Review the Application for Admission to VSU from the Kansas Department of Education

Date: 11/13/2013 **Time:** 1:00 – 3:00 **Location:** COE – Room 1028

Departments/Groups/Agencies Represented: Faculty: Deaf Education: Jennifer Beal-Alvarez and Nanci Scheetz

Primary Outcomes: The revised MAT/MED programs were re-visited and modifications were made. In order to fill program gaps in the MAT program and insure that students entering Track 2 of the proposed MED program have pre-requisite content knowledge in Deaf Education, a new course was proposed. As a result, a new course, DEAF 6100 will be developed and required of all students entering the MAT or Track 2 of the MED program. This course will provide students with background knowledge in: causes of hearing loss, types of amplification, cultural differences, modes of communication, etc. This foundations course will be taken prior to courses requiring field experiences with students who are D/HH. The curriculum was also revised with a statement that required a new prerequisite for all of the students entering the MED track 1 and 2 as well as the MAT students. Students in all three tracks will be required to hold an Intermediate on the SLPI before they can enroll in all core courses within the major. This will insure that they have the minimum sign proficiency needed to complete courses with a field experience requirement. One additional program change was recommended. Program faculty determined that all three modes of communication should be addressed in each course. Students

should be instructed in and required to complete a component in all lesson plans describing what modifications/accommodations they would make for the auditory/verbal student, the ASL student, and the PSE student. This will encourage them to be mindful of the diverse population that they will be teaching.

Actionable Items/Planned Follow-up: 1. Nanci still needs to contact Terri Pratt, adjunct professor for our graduate audiology course and put her in contact with Jennifer so work can begin on modules to serve as resource materials for students preparing to take the GACE test. Jennifer will contact the Student Support Office for study skill and test taking strategies and the Counseling Center for materials on how to reduce test anxiety. She will review the feedback from the GACE scores to determine content for the preparation modules. 2. Jennifer is MSRD's representative to the ed TPA committee. She will apply the new standards for the TWS to our current portfolio and spearhead the review of portfolios for our MEDMAT students preparing to graduate in December. 3. At a follow up meeting the catalog will be examined for any errors so catalog changes can be submitted. 4. We will also schedule a meeting with the ECSE program head or a faculty member to discuss content in their courses so we are fully aware of the foundation our students are receiving in blocks 1 and 2.