

Create New Graduate Certificate Program

Approved Graduate Certificate programs are planned programs limited to departments and schools authorized to offer graduate degrees. An Approved Graduate Certificate must be associated with a graduate degree program where, the certificate courses are comprised primarily from courses already present in the degree curriculum. Generally, the courses required in the Graduate Certificate program may be eligible to apply to the related degree program. The Graduate Certificate program should not be confused with State certification or endorsement programs.

The Graduate Council approves of all new graduate certificate and degree program proposals. These proposals and other actions pertaining to policies and procedures governing graduate education must be approved by the appropriate academic department and the College or School BEFORE Graduate Council can submit a formal recommendation to the Provost for Senate and, as applicable, Board approval.

Please complete this brief proposal and submit an electronic copy to Evonne at mitchel3@oakland.edu

graduate certificate program

post masters graduate certificate program

| | |
|--|--|
| Effective Term/Year FA 2014 | |
| Proposed Title of Graduate Certificate program GC 4821 | |
| Associated Graduate Degree program 131005 | |
| Master of Education in Special Education: Emotional Impairment | |
| Department | College/School |
| Human Development and Child Studies | School of Education and Human Services |
| The delivery method for the Graduate Certificate program is | |
| FA 2014 <input checked="" type="checkbox"/> fully online <input checked="" type="checkbox"/> partially online <input type="checkbox"/> face to face | |

I certify that the above proposal has been reviewed and approved by the appropriate Department and College/School committees:

Carol Swift
Dept Chair or Director (signature)

2/28/13
Date

CAROL SWIFT, CHAIR, HDCS
Dept Chair or Director (print)

Lois Gallen
Dean of College/School (signature)

2/28/13
Date

LOIS GALLEN
Dean of College/School (print)

Approved
DECISION OF GRADUATE COUNCIL

4/10/13
Date

February 11, 2013

COI Meeting: February 11, 2013

Minutes

Present: Stephanie Crockett (Counseling), Andy Gunsberg (Human Development and Child Studies), Eileen Johnson (Ed. Leadership), Carolyn O'Mahoney (Teacher Development/Educational Studies), Jim Quinn (Human Resource Development), Tim Larrabee (Associate Dean)

- I. The meeting was called to order at 1:37
- II. Members reviewed the minutes from the prior meeting and a correction was made to the minutes regarding the motion that courses changed to an online or hybrid format would not require COI approval. The sentence "Jim Quinn explained that the modification of an existing course to an online or hybrid format would not require COI approval." was changed to "Jim Quinn explained *that the proposal was* that the modification of an existing course to an online or hybrid format would not require COI approval."
- III. Andy Gunsberg presented the HDCS proposal for two certificate programs in Emotional Impairment (EI) and Specific Learning Disability (SLD). After discussion of the proposal, Carolyn O'Mahoney moved that the committee pass the first reading of the proposal. This motion was seconded by Andy Gunsberg, and the motion carried. Jim Quinn moved that the second reading of the proposal be waived, and this motion was seconded by Stephanie Crockett. The motion carried, and COI approved the proposal.
- IV. Tim Larrabee discussed the following information items:
 - a. Movement of the Foundations of Education courses from HDCS to TDES. A proposal related to this item will be submitted to COI at a later date.
 - b. Departments are responsible for maintaining hard copies of program proposals and course action forms after they are signed, and for submitting such forms/proposals to Graduate Council and other relevant offices. A written draft of procedures will be created by Tim Larrabee for discussion by COI and distribution to departments.
 - c. OU does not have a specific guideline for master's degree programs related to number of credit hours. Each department needs to ensure that their master's degree programs conform to relevant accreditation body standards.
 - d. A problem may arise when a student takes more than 50% of courses required for a degree or program online when the program itself has not been approved as an online program. Tim Larrabee proposed that departments indicate the program impact of delivering additional courses online when submitting a proposal for offering an online course. It was decided that Tim will provide more information and a written statement on this issue at the next meeting of COI.
- V. The meeting was adjourned at 2:04.

1) Please provide the rationale and benefits for creating the proposed Graduate Certificate program. Use appropriate national, state, local, professional and disciplinary resources.

This certificate program is intended for teachers, both general and special educators, to add expertise in the area of emotional impairment. With the current national trend toward the use of Response to Intervention (RTI) as a method of identifying students with special needs, more general education teachers are encountering students with special needs in their classrooms. Students with emotional impairments have unique characteristics and needs compared to students in the general education population. Also, special education teachers often encounter classrooms or settings with students with a variety of disability labels. Therefore, teachers often seek to gain additional education about one or more disability categories, such as emotional impairment. A certificate option can be desirable for a number of individuals, particularly those who already hold a master's degree.

2) Provide narrative description of how the certificate program was designed to meet local market, regional or national or online market needs.

Option A of this program was designed to meet the needs of current or past graduates of one of Oakland University's programs in special education to complete the state approved requirements for an additional credential in special education. Because of the inclusion model in today's schools, employed teachers need the information to better serve their students with a specific learning disability. Individuals who are unemployed are more marketable when holding credentials for more than one disability area. Option B of this program was designed to serve the needs of graduates of other universities who may not have completed the core special education requirements. Special Education overall is considered a high need area within special education.

3) Describe the certificate requirements.

- Minimum of 16 credits
- There are two options: Option A is a minimum of 16 credits made up of course work in the Emotional Impairment concentration and a practicum, while option B (20 to 32 credits) adds Special Education Core courses to the Emotional Impairment concentration courses and the practicum. Individuals with no prior course work in special education may need additional foundational courses to satisfy the requirements for the state endorsement in Emotional Impairment.
- Course substitutions in either option may be made if students can document prior equivalent course work. There are a number of elective courses currently offered that address topics relevant to this disability.

4) Provide a typical Plan of Study for students enrolled full-time in the proposed certificate program.

| Option A (Full time is possible for only one of the terms in this option) | | |
|---|--------------------|---|
| Fall I SE 510 | Winter I SE 520 | Summer I SE 620 SE 592 (or Fall II) |

| FULL-TIME PLAN OF STUDY: Option B (assumes maximum credits necessary to fulfill state endorsement requirements for EI) | | |
|--|------------------------------|------------------------------|
| Fall I SE 517 SE 510 | Winter I SE 518 SE 520 | Summer I SE 502 SE 620 |
| Fall II SE 524 | Winter II SE 592 or | Summer II SE 592 |

5) List the courses, including course delivery method and any new courses.

| Course | Title | Credits | Prerequisite | Delivery | New |
|--------|---|---------|--------------|----------|-----|
| SE 502 | Legal Issues in Special Education | 4 | | ABC | |
| SE 518 | Organization and Management of Instructional Behaviors and Environments | 4 | | ABC | |
| SE 517 | Language and Exceptional Children and Youth | 4 | | ABC | |
| SE 524 | Assessment in Special Education | 4 | | ABC | |
| SE 510 | Students with Behavioral and/or Emotional Impairment | 4 | | ABC | |
| SE 520 | Educational Procedures for Students with Emotional Impairment | 4 | | ABC | |
| SE 620 | Advanced Interventions and Resources for Students with Emotional Impairment | 4 | | ABC | |
| SE 594 | Practicum Emotional Impairment K-12 | 4 | | ABC | |

* A = Face to Face (100%)

B* = Hybrid (less than 75% Online)

C* = Online (75% or more Online)

6) List any undergraduate preparatory coursework an applicant must complete in order to be eligible for admission into the graduate program (undergraduate preparatory coursework can NOT be considered part of the graduate program requirements.

Not applicable for admission eligibility; however FE 506 *Child Development, Variability and Learning* and SE 501 *Introduction to the Student with Special Needs* (or equivalents) may be necessary to meet state requirements for an endorsement in EI. Students who need one or both of these courses will need to take at some time during the program prior to applying for the credential from the state; they will be advised accordingly.

7) What are the program admission requirements for this Graduate Certificate?

- Eligibility for graduate study
- A current or renewable teaching certificate in the state of Michigan (may be in process at the time of application)
- 3.0 undergraduate or graduate GPA
- Admittance to the Oakland University Graduate School

8) Describe the student population to be served

Both general and special education teachers are the target populations for this particular special education program. Option A is intended primarily for students who have met the core special education requirements through one of our other special education programs. However, it is also a possibility for graduates of other universities who have documented equivalents to all of the special education core courses. Option B is intended for individuals who cannot document equivalents for one or more of the special education core courses.

9) How does this certificate program complement the campus or departmental mission?

This certificate program prepares teachers to work with students with emotional impairments from both a theoretical and practical perspective. It helps to prepare teachers to work in a collaborative manner to promote a more inclusive society. This is consistent with university, school and department missions.

10) Describe any relationship to existing programs on the campus or within the university.

The existing Master of Education in Special Education: Emotional Impairment program is related to this certification. This certification includes the Emotional Impairment Concentration courses and a practicum that are also a part of the degree (Option A) and additional core special education courses (Option B).

11) List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.).

Most of these courses already exist for one or more programs in special education and are taught on a regular basis. They are required in the Master of Education in Special Education with both the emotional impairment and the dual concentrations. Any students seeking the certification

would be merged into existing courses. Should an off campus cohort be desirable at the Macomb ISD, additional lecturers would be required.

12) Describe any innovative features of the certificate program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.).

The content for this certification has been developed for hybrid and online delivery in addition to the current face-to-face model. This will allow access to a wider pool of students who are seeking expertise in the field of Emotional Impairment. Summer practicum experiences are sometimes delivered by a cooperating school district or agency, as well as on campus. Practicum experiences will follow the precedent set by the ASD programs in developing opportunities for students admitted to this program. A variety of school districts and agencies support the need for both observation and application assignments with students, a common requirement across courses in all of our special education programs.

13) Provide narrative description of any wage analysis the department may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new graduate certificate program.

A job outlook of 17% is anticipated overall for special education teachers through 2020. This is considered average. Median pay in 2010 was \$53,220 per year (nationally). Michigan is believed to be more around an average of \$50,000 annually. Local sources and experience indicate that special education is still considered a "high need" area in the education community.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2012-13 Edition, Special Education Teachers, on the Internet at <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> (visited March 10, 2013).

14) Provide list of businesses that would likely employ graduates of this graduate certificate program

Public and private schools

Hospital, clinical, and adjudicated youth settings offering academic programs

15) Are there plans to teach 50% or more of the proposed Graduate Certificate program at any location(s) other than OU main campus? If yes, please specify the location.

Yes. Macomb ISD and online will be potential options for the delivery of this program in the future.