

**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

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: New Accelerated Graduate Degree Program

Title of degree, curriculum, major, minor, concentration, or certificate: Master of Arts in Special Education: Master Teacher (Accelerated)

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:

Marian K. Feltus

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.

Dean:	Date
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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 propose to create an Accelerated Graduate Degree Program (AGDP) in the Master of Arts in Special Education: Master Teacher (SPMM) Emotional Impairment Endorsement option.

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

Based on changes to Michigan teacher education standards and data that supports the creation of a shorter undergraduate program that only includes one special education endorsement (learning disabilities), we are eliminating the Emotional Impairment endorsement option from the undergraduate program. (See question 10 for a discussion of the data). Undergraduate students will now just complete the Learning Disabilities endorsement as part of their bachelor's degree.

The Accelerated Graduate Degree Program will allow interested, eligible undergraduate special education students to start on the second endorsement by completing 12 credits of Emotional Impairment endorsement courses as part of their undergraduate program. These students can then complete the endorsement as part of the MA in Special Education as they start their teaching careers. The AGDP provides a more cost efficient route to two special education endorsements for interested and eligible students. Additionally, while the Michigan Administrative Rules in Special Education mandate teacher candidates earn endorsements in endorsement areas; service delivery within K-12 schools is non-categorical and multiple endorsements are beneficial.

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.

There will be no effect on other colleges, departments, or programs. Special education undergraduate students are the only ones who will be eligible for the AGDP and all courses are in special education.

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

The AGDP fits easily into the other departmental offerings. Moving the EI endorsement to the graduate level only allows us to reduce the number of courses in the undergraduate program (reducing time and cost to graduation for students) and increase enrollment in existing graduate courses (also reducing time and cost for the second endorsement).

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

One of the CEHD 2020-21 Strategic Priorities is "To develop and maintain a suite of programs that are inclusive, high quality, innovative, forward-looking, and trend-setting" and includes a goal to "Evaluate CEHD academic programs to determine their viability and growth potential." The creation of the AGDP supports this priority and goal by providing a pathway for undergraduate special education teacher candidates to complete their bachelor's degrees and enter the field sooner while providing a more affordable option to earn a second special education endorsement.

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 effects on enrolled students. The special education program admits students by cohort into the final three years of their coursework. Students in the current cohorts will complete the two endorsement undergraduate program, per their catalog year. The new one endorsement undergraduate program will begin at the same time as the AGDP, which will allow students in the new one endorsement program to complete the AGDP.

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 shortage list for at least 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.

The estimated enrollment is about 15 new students per year drawn from the undergraduate special education program. The undergraduate program will admit students into cohorts of approximately 20 students for their last five semesters of classes. Admission to the professional program requires a 3.0 GPA, the same admission GPA as the AGDP, meaning that most special education undergraduates will be eligible for the AGDP. We anticipate that 15 of those 20 students will be interested in and eligible for the AGDP. The new undergraduate program with one endorsement coupled with the AGDP is beneficial to students because it allows them to complete their undergraduate program and begin teaching sooner than the current program while still earning credits toward a second endorsement and MA.

- 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 is no effect on resources as a result of the creation of the AGDP. Moving the EI endorsement to the graduate level allows us to be more efficient with faculty resources by reducing the number of courses in the undergraduate program and increasing enrollment in existing graduate courses. Faculty will advise the AGDP students as they do with current MA students.

- 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 an emotional impairment.
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 an emotional impairment.

- 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 change is in response to changes in state certification requirements that required changes to the undergraduate program and the survey results discussed in question #7. The creation of the AGDP 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.

1. Michigan Test of Teacher Certification (Emotional Impairment 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. Functional Behavioral Assessment (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.**

n/a This is a graduate program.

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.

Proposed Catalog Copy 2021-22

The Accelerated Graduate Degree Program (AGDP) in Special Education allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in Special Education: Master Teacher Emotional Impairment Endorsement while still enrolled as undergraduates in the special education program. Undergraduate students admitted to the AGDP may take up to 12 credit hours of designated 5000 and 6000-level classes for graduate credit. These designated courses may be used in completion of both the bachelor’s degree and the master’s degree.

The 30-hour program of study is identical to the MA in Special Education: Master Teacher. Students will pay undergraduate tuition for the designated AGDP 5000 and 6000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates for additional courses leading to the M.A. Students who previously have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. Special Education degree.

Admission criteria

1. Students must be accepted into the professional level of the undergraduate special education major that leads to initial teacher certification in elementary education and learning disabilities in Michigan, and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University).
2. The student completes the online graduate application (www.wmich.edu/apply) and within the application selects the application type “Accelerated degree seeking - only available to current WMU undergraduate student.”
3. International students must clarify their visa status with the Office of International Student and Scholar Services before submitting an application for AGDP.
4. For international students, minimum iBT TOEFL score of 89 with a minimum subscore of 20 for writing or a minimum IELTS score of 6.5 with a minimum subscore of 6 for writing. Provisional admission would require a minimum iBT TOEFL score of 70 and a minimum IELTS score of 6.

Admission procedure

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets with the graduate program advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student’s graduate file.

Requirements for continuing eligibility and graduation:

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirements must apply for an extension with the director of graduate studies in the Department of Special Education and Literacy Studies.
2. To progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the AGDP.

Withdrawal

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

Designated AGDP eligible Special Education courses

- SPED 5700: Introduction to Emotional Impairments Credits: 3
 - SPED 5750: Education of Learners with Emotional Impairments Credits: 3
 - SPED 6380: Applications of Behavioral Analysis in Special Education Credits: 3
 - SPED 6710: Field Experience for Emotional Impairments K-5 Credits: 3
- OR
- SPED 6711: Field Experience for Emotional Impairments 6-12 Credits: 3

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

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