

**BOARD OF REGENTS**  
EASTERN MICHIGAN UNIVERSITY

**RECOMMENDATION**

**NEW ACADEMIC PROGRAM**

**ACTION REQUESTED**

It is recommended that the Board of Regents approve a new academic program: Special Education (Master of Arts in Teaching).

**STAFF SUMMARY**

The *Master of Art in Teaching Special Education* provides specially designed instruction to meet the unique needs of a student with a disability, including instruction conducted in various settings such as the classroom, the home, hospitals, and institutions. Special education provides three different types of interventions (preventive, remedial, and compensatory) and instruction consisting of who to involve, what to teach, how to teach, and where to teach.

**PROPOSAL ELEMENTS**

*Rationale* The existing Special Education Master's with Teacher Certification (SEM-T) program requires up to 150 credits and many prospective students are discouraged by the number high number of credit hours required for completion and choose not to enroll. For those who do enroll, many complete only the certification/endorsement requirements and do not finish the master's program. Since 2011, 80 students were awarded a teaching certificate and endorsement, yet only 27 completed the additional coursework required for the master's degree. This is a 40% completion rate for students earning teacher certification/endorsement and master's degree. *With the approval of this one program, the eight existing SEM-T programs will be phased out.*

The reason the existing SEM-T programs required such a high number of credit hours was due, in part, to the lack of graduate-level courses necessary for certification/endorsement. Because students were limited in how many 400-level courses they could use toward their master's degree, they would have to take additional graduate credits to meet the minimum number of hours required for a master's degree. In recent years, many of these courses were made available at the graduate level, and students can now fulfill their special education endorsement requirements with graduate-level classes. For this reason, with the Master of Arts in Teaching (MAT) Special Education program, students can earn teacher certification, endorsement, and a master's degree in fewer credits than the current SEM-T model.

In many cases, general education teachers are responsible for educating students with disabilities in their classes. For this reason, some general education teachers wish to earn a MAT specializing in a specific disability area so that they may more effectively teach children with disabilities and thus promote more inclusive classrooms.

Current special education teachers who pursue the MAT Special Education do so not only to make them better prepared to teach students with an array of disabilities, it also can improve their marketability and lead to salary increases. It is rare for special education teachers to only have one type of disability present in their classroom. Frequently, teachers have students with multiple impairments all in one class and the MAT Special Education program is designed to support a diverse set of student needs.

*Program Distinction* Although other universities in Michigan offer the MAT degrees, Eastern is unique in offering the MAT in Special Education. With the approval of this program, Eastern will become the only university offering all five endorsement areas: Autism Spectrum Disorder (ASD), Cognitive Impairment (CI), Emotional Impairment (EI), Learning Disabled (LD), and Physical and Other Health Impairment (POHI). For example, Michigan State University has only ASD and LD programs; Wayne State University has CI and LD programs. Eastern is the only teacher preparation program in the area of POHI. Furthermore, Eastern would be competitive by offering the MAT Special Education endorsement in the range of 35-39 credits. A general education teacher seeking to add a special education endorsement to their existing certificate could accomplish this plus a master's degree in two years or less.

*Curriculum Design* The program supports inquiry, advocacy and leadership in education for a diverse and democratic society. This program aims to produce professionals with the comprehensive knowledge, skills, and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within an ever-changing society.

The program's curriculum is designed to meet the needs of three audiences:

- Students with a Bachelor's degree but no teacher certification, who desire teacher certification and special education endorsement (61-128 credit hours).
- Students with a general education teaching certificate (elementary or secondary) who desire a special education endorsement and master's degree (30-39 credit hours).
- Students with both a teaching certificate and initial special education endorsement who desire an additional special education endorsement (30-39 credit hours).

*This program will eventually be offered entirely online.*

*Projected Enrollment* Once fully enrolled, program faculty expect to see 20 graduates in each concentration area, per year.

**FISCAL IMPLICATIONS**

The current Academic Affairs budget will absorb program costs.

**ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.



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University Executive Officer  
Rhonda Longworth, Ph.D.

4/2/2019  
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Date

## Special Education [MAT]

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**New Program** | The effective date will be determined following consideration by the Academic Officers Committee, Michigan Association of State Universities and the Eastern Michigan University Board of Regents.

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The **Master of Arts in Teaching in Special Education** through the Special Education & Communication Sciences and Disorders Department is for current or future teachers who desire a master's degree with special education endorsement (choice of Autism Spectrum Disorders, Cognitive Impairment, Emotional Impairment, Learning Disabilities, or Physical/Other Health Impairment). The program encompasses the range and depth required to accommodate contemporary education programs and service delivery systems.

### Program Admission

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#### Admission Criteria

- Meet the EMU graduate school [admission requirements](#) (including those for [international students](#)).
- Hold a valid teaching certificate (Group 2) / teaching certificate with special education endorsement (Group 3)
- Submit the names and contact information for two references who are knowledgeable of the candidate's professional ability, capability, disposition, etc.

#### Conditional Admission

Conditional admission is available for applicants who do not hold a 2.7 undergraduate GPA. In this case, the student must complete the first nine credit hours of graduate courses at EMU and establish good academic standing with a minimum 3.0 GPA. A student who does not achieve a 3.0 or higher in the first nine graduate credit hours at EMU will have their admission rescinded automatically with no opportunity to appeal.

#### Admission Process

Students may apply to the program year-round by completing a [Graduate School application](#). The Special Education & Communication Sciences and Disorders Department is notified after a student's application to the Graduate School is received. Students may begin classes as soon as they are accepted, provided the desired course(s) is/are not already underway (e.g., mid-semester).

### Department Information

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[Special Education & Communication Sciences and Disorders](#), College of Education

David Winters, Ph.D. | Department Head | 128 Porter | 734.487.3300 | [david.winters@emich.edu](mailto:david.winters@emich.edu)

### Advisor Information

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Derrick Fries, Ph.D. | Graduate Coordinator | 106 Porter | 734.487.2720 | [dfries@emich.edu](mailto:dfries@emich.edu)

Contact the Graduate Coordinator for information concerning admissions and programs of study.

### Program Requirements

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This program is for those who fall into one of the following three groups:

**Group 1** - Those who have a bachelor's degree but no teaching certificate. Students are seeking teacher certification with an initial special education endorsement as well as a Master of Arts in Teaching degree. Students in Group 1 must complete courses leading to initial teacher certification in either elementary or secondary teacher certification, as follows:

- If pursuing **elementary** certification, students are required to complete the liberal arts and elementary professional education sequence, as described in the Undergraduate Catalog.
- If pursuing **secondary** certification, students are required to complete one of the following: (1) Complete a post-baccalaureate program in secondary education (*See advisor for specific course requirements*). OR (2) Complete the "Professional Studies in Education Core," CURR 505, EDPS 501, EDPS 627, EDUC 592, LTEC 602, PRCT 588, RDNG 657, SFCE 655, and SPGN 510.

Upon completion of all graduate-level courses with a B or better grade, passing Michigan Tests for Teacher Certification (MTTC) in both general and special education areas, and successfully performing two student teaching experiences, students in Group 1 will earn a standard Michigan teaching certificate in elementary education or secondary education; initial special education endorsement in the choice of Autism Spectrum Disorders, Cognitive Impairment, Emotional Impairment, Learning Disabilities, or Physical/Other Health Impairment; and a Master of Arts in Teaching degree.

**Group 2** - Those who already have a teaching certificate in an area of general education (elementary or secondary). Students want to add a special education endorsement and attain a Master of Arts in Teaching degree.

**Group 3** - Those who have both a teaching certificate and initial special education endorsement. Students want to add another special education endorsement in addition to earning a Masters of Arts in Teaching degree.

Students in **Group 2** and **Group 3** must also pass all classes with a "B" or higher, pass the MTTC in their special education endorsement area, and successfully complete one student teaching or practicum experience.

**Deficiencies** - If not previously taken, students must complete PSY 101 - General Psychology Lecture (3 hrs) and/or SPGN 510 - Introduction to Inclusive Education and Disability Studies (3 hrs).

## Degree Requirements: 30-39 hours

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All students take the same core courses, but additional coursework and exit courses are dependent on each student's path (Group 1, 2, or 3). In addition, students select one special education concentration (ASD, CI, EI, LD, or POHI). *A minimum grade of "B" is required in all courses.*

### Required Courses: 20-27 hours

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#### Core Courses: 15 hours

- SPGN 525 - Classroom Management and the Development of Social Competence in Students with Special Needs 2 hrs
- SPGN 615 - Families, Disability, and Schools: Collaborating for Success 3 hrs
- SPGN 621 - Law and Public Policy for Individuals with Disabilities 3 hrs
- SPLI 673 - Language: Acquisition, Disorders, Evaluation 3 hrs
- SPLI 678 - Assessment and Advanced Diagnostic Prescriptive Programming for Students with Disabilities 4 hrs

#### Additional Courses: 1-6 hours

The following courses are required for students pursuing their initial special education endorsement (Groups 1 & 2):

- SPGN 571 - Curriculum and Transitions for Secondary Special Education 3 hrs
- SPGN 581 - Assistive and Instructional Technology in Special Education 3 hrs

The following course is required for students pursuing their second special education endorsement (Group 3) in Learning Disabilities or Physical/Other Health Impairment:

- SPGN 697 - Independent Study 1 hr

The following course is required for students pursuing their second special education endorsement (Group 3) in Emotional Impairment:

- SPGN 699 - Independent Study 3 hrs

**Exit Requirement: 4-6 hours**

The following course is required for students pursuing their initial special education endorsement (Groups 1 and 2):

- SPGN 689 - Supervised Internship in Special Education 6 hrs

The following course is required for students pursuing their second special education endorsement (Group 3):

- SPGN 586 - Practicum in Special Education 4 hrs

## **Endorsement Concentration: 8-12 hours**

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Select one concentration from the following

**Autism Spectrum Disorders Concentration: 12 hours**

- SPAI 620 - Dimensions of Autism Spectrum Disorders (ASD) 3 hrs
- SPAI 640 - Principles of Positive Behavioral Supports (PBS) for Students with ASD in Universal Design for Learning (UDL) 3 hrs
- SPAI 645 - Curriculum and Instructional Strategies in ASD 3 hrs
- SPAI 650 - Visual Supports and Literacy in ASD 3 hrs

**Cognitive Impairment Concentration: 12 hours**

- SPCI 529 - Education of Students in Programs for Mild Cognitive Impairment and High Incidence Disabilities 4 hrs
- SPCI 557 - Cognitive Impairment Theory 4 hrs
- SPCI 583 - Education of Students in Programs for Moderate or Severe Cognitive Impairment 4 hrs

**Emotional Impairment Concentration: 8 hours**

- SPEI 501 - Programming, Methods and Curriculum for Elementary Students with Emotional Impairment 4 hrs
- SPEI 510 - Theories of Emotional-Behavioral Impairments 4 hrs

**Learning Disabilities Concentration: 10 hours**

- SPGN 630 - Integrated Curriculum in Special Education: Math and Motor Skills Development 3 hrs
- SPLI 550 - Learning Disabilities: Application Issues and Theory 4 hrs
- SPLI 672 - Integrated Curriculum in Special Education: Linguistics and Language Arts 3 hrs

**Physical and Other Health Impairment Concentration: 10 hours**

- SPCI 557 - Cognitive Impairment Theory 4 hrs
  - SPPI 512 - Ancillary Services and Health Procedures for Teachers of Physically Impaired 2 hrs
  - SPPI 514 - Educational Strategies for Teachers of the Physically Impaired 4 hrs
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