

**Agendum
Oakland University
Board of Trustees Formal Session
October 11, 2021**

Master of Arts in Teaching--Secondary Education

1. **Division and Department:** Academic Affairs, School of Education and Human Services, Departments of Teacher Development and Educational Studies (TDES), and Human Development and Child Studies (HDCS).
2. **Introduction:** Oakland University has a longstanding reputation for preparing both general and special education teachers. Given that Oakland University is located in the metro Detroit area and serves students and schools across the tri-county area, it is uniquely positioned to prepare students to become special education teachers for our local K-12 partner schools.

Currently, the School of Education and Human Services offers initial teacher preparation programs at the graduate level for elementary, secondary, and K-12 general education certification. The secondary and K-12 programs are included in the Master of Arts in Teaching in Secondary Education (MATSE) program. MATSE is a 44-credit program that leads to initial teacher certification in content major and minor (math, science, social studies, English, modern languages, etc.) and is administered by the Teacher Development and Educational Studies Department (TDES). The Department of Human Development and Child Studies (HDCS) offers graduate level K-12 Special Education endorsements for teachers who already hold an initial teaching certificate. The Departments of TDES and HDCS are proposing a revision to an existing program (MATSE) to provide for two special education licensure/endorsements options to be included in an initial certification program. At present, these approved special education options are only available to certified teachers in another program at Oakland University. This proposal integrates special education licensure and endorsement options that Oakland University currently offers into an existing degree program for those seeking initial teacher certification.

Need for the Master of Arts in Teaching--Secondary Education degree at Oakland University. National and state (Michigan) teacher shortages, specifically those with a special education endorsement, have been well documented in recent years (Garcia & Weiss, 2019; Public Policy Associates, 2020). OU has the opportunity to respond to this demonstrated need by offering a graduate program that provides initial teacher preparation in special education through a pilot program that the MDE has recently authorized to enable students to obtain a K-12 special endorsement as an initial

**Master of Arts in Teaching--Secondary Education
Oakland University
Board of Trustees Formal Session
October 11, 2021
Page 2**

program of studies. This program will modify the current MATSE program to include teacher education coursework with supplemented special education coursework and field assignments in special education to fulfill MDE and Michigan Administrative Rules for Special Education (MARSE) requirements. This program will use existing and MDE approved graduate coursework in teacher education and special education by offering a major in Specific Learning Disabilities or Emotional Impairment. Both majors would result in a Michigan teaching certificate with a K-12 special education endorsement in either Learning Disabilities* (SM endorsement code as recorded in the Michigan Online Educator Certificate System/MOECS**) or Emotional Impairment (SE endorsement code as denoted in the MOECS coding system).

The proposed pilot (experimental) program requires Oakland University to demonstrate that they are partnering with school communities to address their workforce needs and are actively collecting data to provide impact measures for continuous improvement and continued MDE authorization. OU has received written support for this proposal from the Oakland Schools, the Macomb Intermediate School District, and the Detroit Public Schools Community District (see proposal).

**Note: Learning disabilities is a term that the state of Michigan uses for the teaching endorsement (denoted as SM on a teaching certificate), while OU refers to the sequence of study leading to this recommendation as a concentration in Specific Learning Disabilities (SLD). The terms are used interchangeably in this proposal and refer to the same program of study.*

***Note: The Michigan Online Educator Certification system (MOECS) is a secure web-based system that allows educators to register and create private accounts and have access to all of their certification data, apply for certificates and endorsements, and renew their certificates. The MDE assigns codes to correspond to particular endorsements. The "SM" code denotes Learning Disabilities/Specific Learning Disabilities endorsement and the "SE" code denotes an endorsement in Emotional Impairment. See: https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83465-456819--,00.html, Garcia, E., & Weiss, E. (2019). *The teacher shortage is real, large, and worse than we thought.* <https://files.epi.org/pdf/163651.pdf>*

Master of Arts in Teaching--Secondary Education
Oakland University
Board of Trustees Formal Session
October 11, 2021
Page 3

Public Policy Associates (2020). *Examining Michigan's Education Workforce: How to Address the Talent Shortage Facing Michigan's Schools.*

https://publicpolicy.com/wp-content/uploads/2020/02/Examining-Michigan_s-Educator-Workforce.pdf

3. **Previous Board Action:** None.
4. **Budget Implications:** The proposed graduate program combines existing coursework from two programs that are currently being offered. Additional students in MATSE and Special Education courses will increase the section "fill rate" and provide additional tuition revenue. It is estimated that an additional 10-15 students will enroll per year. No new faculty or resources are requested with this proposal.
5. **Educational Implications:** All courses offered in this modified program are currently being offered. The students in this program would not normally be eligible for the special education courses because they do not hold a current teaching license. Students in the proposed revised program would be adding to the enrollment numbers in the MATSE, SLD, and EI programs.

In the MATSE general education program, students must have 600 hours of clinical experience. Students in the special education program will also require 600 hours of clinical experience, but specifically in K-12 special education settings. They will not need the 600 hours of general education. It should be noted that we have clarification from Oakland Schools, Macomb Intermediate School District, and Detroit Public Schools Community District that they are interested in clinical/practicum placements and want to form partnerships with us. Clinical placements/experiences will occur across the K-12 continuum. In the current MATSE program, the Graduate/Secondary Field Coordinator facilitates those clinical experiences through working with the faculty Secondary Program Coordinator. With the proposed MATSE special education modified program, the clinical placements will still be facilitated by the Graduate/Secondary Field Coordinator, however, she will work with the faculty Special Education Program Coordinator along with the office assistant in the HDCS department.

**Master of Arts in Teaching--Secondary Education
Oakland University
Board of Trustees Formal Session
October 11, 2021
Page 4**

6. **Personnel Implications:** Existing faculty and staff will provide support for the proposed program. Having additional students enroll in existing courses will provide for sustainability for both of the constituent programs (MATSE; Special Education) from which this program proposal is derived.

7. **University Reviews/Approvals:** This proposal for the revision to the Master of Arts in Teaching--Secondary Education degree program to include options in Special Education was reviewed and approved by the School of Education and Human Services, the OU Graduate School Grad Council, the OU Senate, the Michigan Department of Education, and the Executive Vice President for Academic Affairs and Provost.

8. **Recommendation:**

WHEREAS, the Master of Arts in Teaching--Secondary Education degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Arts in Teaching--Secondary Education degree program will build on the academic and research strengths in the Departments of Teacher Development and Educational Studies and Human Development and Child Studies and provide new educational and community engagement opportunities in the field of special education; now, therefore, be it

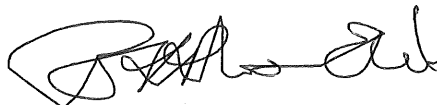
RESOLVED, that the Board of Trustees authorizes the School of Education and Human Services to offer this revised Master of Arts in Teaching--Secondary Education degree program; and, be it further

RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the Master of Arts in Teaching--Secondary Education degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

9. Attachments:

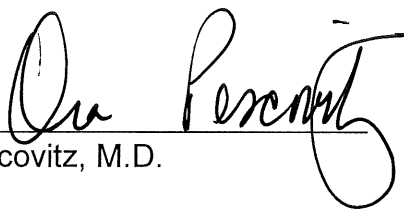
- A. Proposal for the Master of Arts in Teaching--Secondary Education degree program with a Special Education Endorsement.
- B. Pro Forma Budget for the Master of Arts in Teaching--Secondary Education degree program with a Special Education Endorsement.

Submitted to the President
on 10/8, 2021 by



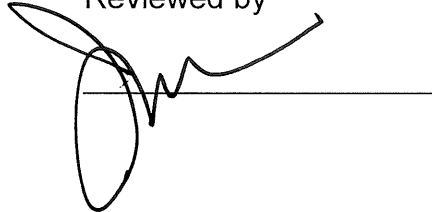
Britt Rios-Ellis, M.S., Ph.D
Executive Vice President for
Academic Affairs and Provost

Recommended on 10/8, 2021
to the Board for approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



Formal Request:
***Approval of modified programs for
Master of Arts in Teaching in Secondary Education (MATSE) at
Oakland University***

*Leading to Emotional Impairment or Learning Disabilities
Licensure and Endorsement in Michigan*

Department of Teacher Development and Educational Studies &
Department of Human Development and Child Studies
School of Education & Human Services
Oakland University

RATIONALE

Oakland University has a longstanding reputation for preparing both general and special education teachers. Given that Oakland University is located in the metro Detroit area and serves students and schools across the tri-county area, it is uniquely positioned to prepare students to become special education teachers for our local K-12 partner schools.

Currently, the School of Education and Human Services offers initial teacher preparation programs at the graduate level for elementary, secondary, and K-12 general education certification. The secondary and K-12 programs are included in the Master of Arts in Teaching in Secondary Education (MATSE) program. MATSE is a 44-credit program that leads to initial teacher certification in content major and minor (math, science, social studies, English, arts, etc.) and is administered by the Teacher Development and Educational Studies Department (TDES). The Department of Human Development and Child Studies (HDCS) offers graduate level K-12 Special Education endorsements for teachers who already hold an initial teaching certificate. The Departments of TDES and HDCS are proposing a revision to an existing program to provide additional endorsement options.

At present, OU does not offer Special Education endorsement options at the initial teacher certification level while peer institutions in Michigan and elsewhere do. Those who seek special education qualifications as part of their initial preparation either seek certification from other Michigan institutions who offer a direct route or go to alternative programs that are often on-line programs from institutions outside Michigan. The proposed 53-credit program is designed for individuals who hold a bachelor's degree and are now seeking a career in teaching with a K-12 special education endorsement that will be attached to a Secondary certificate. It is worth noting that there are no K-12 certificates, there are only K-12 endorsements that must "sit" on either an elementary or secondary certificate. The secondary certificate was chosen because it can hold any endorsement.

National and state (Michigan) teacher shortages and a significant shortage of teachers with a special education endorsement has been well documented in recent years (Garcia & Weiss, 2019; Public Policy Associates, 2020). OU has the opportunity to respond to this demonstrated need by offering a graduate program that provides initial teacher preparation in special education through a pilot program that the MDE has recently started authorizing to enable students to obtain a K-12 special endorsement as

an initial program of studies. This program will modify the current MATSE program to include teacher education coursework with supplemented special education coursework and field assignments in special education to fulfill MDE and Michigan Administrative Rules for Special Education (MARSE) requirements. This program will use existing and MDE approved graduate coursework in teacher education and special education by offering a major in Specific Learning Disabilities or Emotional Impairment. Both majors would result in a Michigan teaching certificate with a K-12 special education endorsement in either Learning Disabilities* (SM endorsement code as recorded in the Michigan Online Educator Certificate System/MOECS**) or Emotional Impairment (SE endorsement code as denoted in the MOECS coding system). The proposed pilot (experimental) program requires Oakland University to demonstrate that they are partnering with school communities to address their workforce needs and are actively collecting data to provide impact measures for continuous improvement and continued MDE authorization. OU has received written support for this proposal from the Oakland Schools, the Macomb Intermediate School District, and the Detroit Public Schools Community District (see attached).

**Note: Learning disabilities is a term that the state of Michigan uses for the teaching endorsement (denoted as SM on a teaching certificate), while OU refers to the sequence of study leading to this recommendation as a concentration in Specific Learning Disabilities (SLD). The terms are used interchangeably in this proposal and refer to the same program of study.*

***Note: The Michigan Online Educator Certification system (MOECS) is a secure web-based system that allows educators to register and create private accounts and have access to all of their certification data, apply for certificates and endorsements, and renew their certificates. The MDE assigns codes to correspond to particular endorsements. The "SM" code denotes Learning Disabilities/Specific Learning Disabilities endorsement and the "SE" code denotes an endorsement in Emotional Impairment. See:*

https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83465-456819--,00.html

Garcia, E., & Weiss, E. (2019). *The teacher shortage is real, large, and worse than we thought.* <https://files.epi.org/pdf/163651.pdf>

Public Policy Associates (2020). *Examining Michigan's Education Workforce: How to Address the Talent Shortage Facing Michigan's Schools.* https://publicpolicy.com/wp-content/uploads/2020/02/Examining-Michigan_s-Educator-Workforce.pdf

PROGRAM DESCRIPTION

The modified MATSE with Special Education core and major in Specific Learning Disabilities (SLD) or Emotional Impairments (EI) is reflected in the Appendix A. In summary, the following MATSE courses would remain required and unchanged, Introduction to School and Society (TD 5000), Learning Theory: Cognitive and Affective Development of Adolescents (TD 5001), Workshop in Educational Software and Technologies (DLL 6030), Internship Seminar (TD 5949), Student Teaching Internship (TD 5955), Introduction to Educational Studies (EST 6000), and Collaborative Action Research (EST 6500).

Special Education Core

Students in the modified program will be required to take a special education core to ensure that they are prepared to teach students with special needs. Legal Issues in Special Education (SE 6502) and Assessment in Special Education (SE 6524) will be required. Both courses are unique to the MARSE part 5 requirements for the preparation of teachers in special education. Both of these courses are offered for all students in graduate programs that lead to State of Michigan special education teaching certification and will be additional courses to the MATSE program. The special education core will also have two courses that will be substituted in for existing MATSE courses. Serving Students with Special Needs in the General Education Classroom (SE 6521) will be substituted with Language and Exceptional Children and Youth (SE 6517) which is a course that addresses instruction across the K-12 spectrum with students with special needs. Likewise, Managing the Secondary Classroom for Educational Equity (TD 5104) will be substituted with Organization and Management of Instructional Behaviors and Environments (SE 6518) which is a classroom management course that focuses on the special education classroom.

Specific Learning Disabilities Concentration

The Specific Learning Disabilities concentration will include three courses. The SLD Concentration will focus on learning disabilities as the major with no minor due to the extensive nature of the special education requirements. Therefore, two special education courses will serve as the two methods courses. Intro to SLD (SE 6532) will be in lieu of Secondary Minor Methods (SED 5110) and Advanced Educational Procedures - SLD Students (SE 6533) in lieu of Secondary Major Methods (SED 5210). Finally, guiding Reading - Learning in the Content Subjects (RDG 5558) will be substituted with Inquiry-Based Literature Instruction (RDG 5210) which will focus on the K-12 nature of

the certification with a focus on literacy instruction appropriate to a special education certification.

Emotional Impairment Concentration

The Emotional Impairment concentration will include three courses. The EI concentration will focus on emotional impairments as the major with no minor due to the extensive nature of the special education requirements. Therefore, two special education courses will serve as the two methods courses. Educational Procedures for Students with Emotional Impairments (SE 6520) will be in lieu of Secondary Minor Methods (SED 5110) and Advanced Interventions and Resources for Students with Emotional Impairment (SE 6620) will be in lieu of Secondary Major Methods (SED 5210). The Behavior and/or Emotional Impairment (SE 6510) course will be substituted for Content-Area Literacy (RDG 5558), which will focus on the K-12 nature of the certification with a specific focus on behavior and emotional impairments.

IMPACT ON SEHS PROGRAMS

All courses offered in this modified program are currently being offered. The students in this program would not normally be eligible for the special education courses because they do not hold a current teaching license. Students in the proposed revised program would be adding to the enrollment numbers in the MATSE, SLD, and EI programs.

In the MATSE general education program, students must have 600 hours of clinical experience. Students in the special education program will also require 600 hours of clinical experience, but specifically in K-12 special education settings. They will not need the 600 hours of general education. It should be noted that we have clarification from Oakland Schools, Macomb Intermediate School District, and Detroit Public Schools Community District that they are interested in clinical/practicum placements and want to form partnerships with us. Clinical placements/experiences will occur across the K-12 continuum. The current Secondary Field Coordinator facilitates those clinical experiences through working with the faculty Secondary Program Coordinator. With the MATSE special education modified program, the clinical placements will still be facilitated by the Secondary Field Coordinator, however, she will work with the faculty Special Education Program Coordinator along with the office assistant in the HDCS department.

LETTERS OF SUPPORT FOR CROSS-LISTING

There will be no cross-listed courses in the proposed program.

COURSE ACTION FORMS

There are no course action forms for this program modification as all courses are current courses without any type of revisions. See [Appendix B](#) for curriculum descriptions.

NEW CATALOG COPY

New catalog copy for the modified program can be found in [Appendix C](#).

VERIFICATION

Documentation found in Appendix D: Modified Program Verification provides evidence that each of the appropriate departments have reviewed and recommended that the proposed modified program be approved.

APPENDICES

APPENDIX A: [Program Description](#)

APPENDIX B: [CAF: Curriculum Course Descriptions](#)

APPENDIX C: [New Catalog Copy](#)

APPENDIX D: [Modified Program Verification](#)

APPENDIX E: [Letters of Support](#)

Appendix A: Program Description

Course Key

	Current MATSE Courses
	Special Education Core Classes
	SLD Concentration Classes
	EI Concentration Classes

Current MATSE Program (2020-21)

Rubric	Course Title	Credits
TD 5000	Introduction to the School and Society	2
TD 5100	Learning Theory: Cognitive/Aff Dev of Adolescents	3
SED 5110	Secondary Minor Methods	4
RDG 5558	Guiding Reading - Learning in Content Subjects	4
TD 5104	Managing the Secondary Classroom for Ed. Equity	4
DLL 6030	Workshop in Ed Software and Technologies	2
SE 6521	Serving Students w/Spec Needs in Gen Ed Class	3
SED 5210	Secondary Major Methods	4
TD 5949	Internship Seminar	2
TD 5955	Student Teaching Internship	2
TD 5955	Student Teaching Internship	8
EST 6000	Intro to Educational Studies	3
EST 6500	Collaborative Action Research	3
Total MATSE Credits		44

Proposed MATSE w/Spec Ed Program (2021-22)

Rubric	Course Title	Credits
TD 5000	Introduction to the School and Society	2
TD 5100	Learning Theory: Cog/Aff Dev of Adolescents	3
DLL 6030	Workshop in Ed Software and Technologies	2
TD 5949	Internship Seminar	2
TD 5955	Student Teaching Internship	2
TD 5955	Student Teaching Internship	8
EST 6000	Intro to Educational Studies	3
EST 6500	Collaborative Action Research	3
SE 6502	Legal Issues in Special Education	4
SE 6524	Assessment in Special Education	4
SE 6517	Language & Exceptional Children / Youth	4
SE 6518	Org / Mgmt of Instructional Beh/Env	4
Choose 1 Concentration:		
SLD Concentration		
SE 6532	Intro to Specific Learning Disabilities	4
SE 6533	Adv. Educational Procedures - SLD Students	4
RDG 5210	Inquiry-Based Literacy Instruction	4
EI Concentration		
SE 6510	Students with Behavioral and/or EI	4
SE 6520	Educational Procedures for Students with EI	4
SE 6620	Adv. Interv & Resources for Students with EI	4
Total MATSE w/SLD Credits		53

Appendix B: Curriculog Course Descriptions

TDES Courses

- [TD 5000](#)
- [TD 5100](#)
- [TD 5949](#)
- [TD 5955](#)
- [EST 6000](#)
- [EST 6500](#)

HDCS Courses

- [SE 6502](#)
- [SE 6524](#)
- [SE 6517](#)
- [SE 6518](#)
- [SE 6532](#)
- [SE 6533](#)
- [SE 6510](#)
- [SE 6520](#)
- [SE 6620](#)

RLA Courses

- [RDG 5210](#)
- [DLL 6030](#)

Master of Arts in Teaching in Secondary Education (MATSE) with Special Education

Department of Teacher Development and Educational Studies

485B Pawley Hall ([map](#))

(248) 370-2613 • Fax (248) 370-2639

<http://www.oakland.edu/teach>

► [Class Schedule Search](#)

► [Graduate Catalog Addendum](#)

Coordinator

Andrea Lewis

470J Pawley Hall

(248) 370-3996

alewis@oakland.edu

Program overview

Oakland University's Master of Arts in Teaching in Secondary Education (MATSE) with K-12 Special Education program is designed for individuals who hold a bachelor's degree in another field and are now seeking a career in teaching special education. The MATSE program is a 2-year teacher certification program that will prepare individuals for a career in teaching in grades K-12. The program combines teacher education coursework, three field placements in local schools, and a semester long (15-week) student teaching internship. Students have the option to complete the Emotional Impairment (EI) or the Specific Learning Disabilities (SLD) concentration.

Program delivery

Courses are taken as a cohort with coursework beginning in the fall semester. All classes are held on OU's main campus two weekday evenings per week, in addition to some online coursework. Students are required to complete 100 hours of field experiences prior to student teaching. During the field placements, students will actively engage in the classroom, observe instruction and classroom management, work with small groups of students, and implement lessons. Field placements are arranged to afford students depth, breadth, and diversity of authentic learning experiences in schools where they can apply what they are learning in a real classroom.

Admission terms and application deadlines

Before an applicant's file can be reviewed for full program admission, all application documents must be received in Oakland University Graduate School by the semester deadlines listed below. Incomplete applications will not be sent to departments for admission review.

- February 15 (early), May 1 (regular) and July 15 (late) for fall semester
- [International applicants](#)

Application requirements

To be considered for graduate admission, applicants must submit all Graduate Application Requirements and additional department requirements by the published application deadlines:

1. Graduate Application Requirements

2. Additional department application requirements

- Goal Statement
- Resume (Curriculum Vitae)
- The two online recommendations must be from individuals in a supervisory relationship to the applicant
- Experience Working with Children Form
- Felony Misdemeanor Disclosure Form
- Official transcripts will be required demonstrating: a cumulative grade-point average of 3.0 or better (improved grades in recent coursework will be considered).
- Individual interviews may be conducted in addition to these requirements

Admission review and assessment

Admission to graduate school at Oakland University is selective. In making admission recommendations to Oakland University Graduate School, each department assesses the potential of applicants for success in the program by examining their undergraduate records, goal statement, letters of recommendation, prerequisite courses and any other admission requirements established by the academic department.

Related links

[Readmission](#)

[Transferring to a new program](#)

[Transferring to Oakland University](#)

Degree requirements

The Master of Arts in Teaching in Secondary Education with Special Education degree is awarded upon satisfactory completion of a minimum of 53 credits in an approved program of study.

Course requirements

The course sequence is subject to minor changes depending on instructor availability. The Internship in Secondary Education (student teaching semester) must be done during the school year.

Professional Education Courses (25-credits)

- TD 5000 - Introduction to the School and Society (**2 credits**)
- TD 5100 - Learning Theory: Cognitive and Affective Development of Adolescents (**3 credits**)
- DLL 6030 - Workshop in Educational Software and Related Technologies (**2 credits**)
- TD 5949 - Internship Seminar (**2 credits**)
- TD 5955 - Internship in Secondary Education (**10 credits**)
- EST 6000 - Introduction to Educational Studies (**3 credits**)
- EST 6500 - Collaborative Action Research (**3 credits**)

Special Education Core (16-credits)

- SE 6502: Legal Issues in Special Education (**4-credits**)
- SE 6524: Assessment in Special Education (**4-credits**)
- SE 6517: Lang & Excep Children / Youth (**4-credits**)
- SE 6518: Org / Mgmt of Instructional Beh/Env (**4-credits**)

Concentration Options (choose one):

Emotional Impairment (12-credits)

- SE 6510: Students with Behavioral and/or Emotional Impairment (**4-credits**)
- SE 6520: Educational Procedures for Students with Emotional Impairment (**4 credits**)
- SE 6620: Advanced Interventions and Resources for Students with Emotional Impairment (**4 credits**)

OR

Specific Learning Disabilities (12-credits)

- RDG 5210: Inquiry-Based Literacy Instruction (**4-credits**)
- SE 6532: Introduction to SLD (**4-credits**)
- SE 6533: Adv. Educational Procedures - SLD Students (**4-credits**)

Satisfactory academic progress

Satisfactory Academic Progress (SAP) is the term used to denote a student's successful completion of coursework toward a certificate or degree. Federal regulations require the Office of Financial Aid to monitor Satisfactory Academic Progress for all financial aid recipients each semester. Students who fall behind in their coursework, or fail to achieve minimum standards for grade point average and completion of classes, may lose their eligibility for all types of federal, state and university aid. Contact the [Office of Financial Aid](#) for additional details.

Good academic standing

All graduate students are expected to remain in [good academic standing](#) throughout the entire course of their graduate program. To be in good academic standing, a graduate student must make satisfactory progress toward fulfilling degree requirements, including the completion of critical degree milestones as set forth by the academic program. The student must also maintain a minimum semester and overall GPA of 3.0.

Good academic standing is a requirement for:

- Holding a Graduate Assistantship
- Receiving a fellowship or scholarship
- Advancing to candidacy for a graduate degree
- Going on a leave of absence
- Obtaining a graduate certificate or degree from Oakland University.

Additionally, graduate students must meet all department academic standards which may be more stringent than the minimum set forth by the University.

Department requirements: In order to remain in good standing, graduate students must earn a grade-point average of 3.0. No grade below 3.0 can be applied toward a graduate degree. Two course grades below 3.0 or one below 2.0 automatically lead to an evaluation of progress and possible dismissal.

Graduate students who are not in good academic standing for any reason are subject to probation and/or dismissal from further graduate study. All candidates for a Michigan standard teaching certificate must pass the [MTTC Learning Disabilities Test #114](#) before enrolling in student teaching.

Related program information

Plan of study

All accepted applicants will be provided with a plan of study that details specific courses the students will use to satisfy their degree requirements. This program runs as a cohort and has a predetermined course schedule. The plan of study must be approved by the student and program adviser, then submitted by the student to Oakland University Graduate School.

Master's and graduate certificate students must submit a department-approved plan of study by the end of their first semester of

graduate coursework. Doctoral students must submit an approved plan of study prior to completion of the first year of coursework. (See the **Graduate Student Responsibility** section of this catalog.)

Note: Credit granted for successful completion of a course toward an undergraduate degree program may not be repeated for a graduate degree. If a substitution is approved, the minimum number of program-approved graduate credits will be required. A **Petition of Exception - OU Course Waiver/ Substitution** requesting the substitution must be approved.

APPENDIX D: Department Verification

**TDES Department Meeting
October 7, 2020 | 9am – 11:00am**

KEEPING IT TOGETHER



AGENDA

9 – 9:45 DEI Position and Mission Statement (Danielle & Cindy)

1. Discussion of the DEI Position & Mission Statements
2. Planning for next month

10 – 11:30 TDES Business Meeting

1. Approval of Minutes & Agenda | Faculty/Staff Kudos | G.A. Welcome!
2. Old Business|Updates
 - a. Chair's Report (Cindy)
 - b. Budget Report (Renee)
 - i. PROPOSAL: M.Ed. in TL Social Media Campaign
 - ii. VOTE: Committee Composition, Committee Chair
 - c. TAC Report (Dawn)
 - d. VIA Update (Catherine & Jeni)
 - e. Discussion: Course Leads & Coordinator Duties (Anica)
 - f. Discussion: Health of the Department (Anica)
3. New Business
 - a. Modified MATSE Special Education Proposal (Andrea & Catherine)

CHECK-IN: SUPPORTING STUDENT SUCCESS (Danielle)

Please review your class lists prior to the meeting.

Is there a student who needs extra support and coaching?

[Student Concerns Form](#)

ANNOUNCEMENTS

Fall 2020 MTTC Prep Workshops

- Math - Friday, October 9
- Science - Friday, October 23
- Social Studies - Friday, November 6
- Reading & Language Arts - Friday, November 20

Part-Time Faculty Happy Hour: Oct 16 @ 4pm

Needed: faculty to talk about your courses!

MI Program Network

Let Cindy know if you are interested in participating this year.

**Special Education
Area Meeting Agenda
October 21, 2020
10am-12:00pm**

meet.google.com/upz-nwhc-jsb

Invited: Chaturi Edrisinha, Janet Graetz, Darlene Groomes, Jessica Korneder, Michael Kranak, Nicholas Lauer, Sara Malloy, Erica Ruegg, Sunwoo Shin,

Attendees: Nick, Jan, Erica, Sara, Sunwoo, Chaturi, Michael

1. Note taker: Michael?
 - Yep!
2. Approval of notes from last meeting: (Sept. 23, 2020-attached below)
 - Approved (Nick motions, Michael seconded)
3. Approval of agenda:
 - Approved (Nick motions, Erica seconded)
4. Review Updates and Announcements below (Erica)
 - Information regarding practica
 - i. Students may need additional information (i.e., completing all coursework, no incompletes) before practicum (already noted in practicum document however, students may need to be reminded)
 - ii. For the winter, wondering if there are enough settings → most students doing them in their current/own settings rather than needing to seek out new ones
 1. Many districts going virtual for majority of January (at least)
 - Erica will let folks know about updated courses, will send email to us to confirm
 - Enrollment is down across the board at OU
 - MATSE approved in HDCS after revisions
 - Erica and Nick to meet with Roberta Rea and Catherine Wigent to discuss reading course requirements
5. Special Education Administration Certification-review material sent from Suzanne Klein [..\Documents\Program Requirements and Crosswalk for Special Education Administrator .pdf](#)
 - Suzanne to potentially come to next SE area meeting to further discuss some questions we still have.
6. CAEP-Continuous Improvement-Advisory board, completer and employer focus groups, recruitment. Plans on google drive...[..\Documents\Special Education A.1.1 plan.pdf](#) [..\Documents\Special Education Advisory.pdf](#)
 - Employers and completers necessary for focus groups
 - Seems like this may be overload right now.

- Next month → start talking with Donna (instructors meeting), consider this virtually in the Winter
 - i. Maybe surveys in lieu of meeting
 - ii. Also waiting on touching base with Darlene
 - iii. Timelines are an issue, don't want to overload folks/partners in public schools
 - Exit surveys – may create one
 - Need to also note where online students are located
7. Committee updates (beyond what was talked about in dept. mtg/specific to SE only)
8. Other:
- Where are we in terms of Cohort model? Will look up/send out chart.
 - i. Sara is gatekeeper—keeping folks on track in terms of what courses they should and should not be taking
 - ii. Sara will update and track student data

Motion to end the meeting (Nick motions, Michael seconded).

Next area meeting: **November 18, 2020** 10am-12pm

APPENDIX E: LETTERS OF SUPPORT (Oakland Schools, MISD, Detroit)



OaklandSchools

2111 Pontiac Lake Rd.
Waterford, MI 48328

248.209.2533
oakland.k12.mi.us

November 25, 2020

To whom it may concern:

The purpose of this letter is as support for the Oakland University modified Master in the Art of Teaching program with a concentration in Learning Disabilities or Emotional Impairments. This program will allow people with previously earned bachelor's degrees to complete a master's program leading to either a K-12 Learning Disabilities (SM) or a K-12 Emotional Impairment (SE) teaching endorsement. Currently, in Oakland County we are experiencing a teacher shortage in these areas especially in the areas of Emotional Impairments.

We have met with representatives from Oakland University and we support the development of these experimental programs that will assist our K-12 school districts in hiring appropriately certified teachers for their special education programs in Oakland County. We are aware that these programs are seeking to waive the rule for general education student teaching experience, but will maintain the full clinical requirements as outlined by the Michigan Department of Education and the Michigan Administrative Rules for Special Education for special education programs. We have indicated that we are supportive of partnering with Oakland University to facilitate clinical placements for the teacher candidates enrolled in these programs. Additionally, we are willing to partner with Oakland University to determine the efficacy of the programs by analyzing the outcomes of the teachers hired who complete the programs.

With the current teacher shortage, programs like the one Oakland University proposes that allow community members to gain their teaching credentials in special education assist us in meeting the needs of students with disabilities in our schools. We support the proposal and look forward to partnering with Oakland University.

Sincerely,

Karen J. Olex
Executive Director of Special Populations
Oakland Schools



November 25, 2020

To whom it may concern:

The purpose of this letter is as support for the Oakland University modified Master in the Art of Teaching program with a concentration in Learning Disabilities or Emotional Impairments. This program will allow people with previously earned bachelor's degrees to complete a master's program leading to either a K-12 Learning Disabilities (SM) or a K-12 Emotional Impairment (SE) teaching endorsement. Currently, in Macomb County we are experiencing a teacher shortage in these areas especially in the areas of Emotional Impairments.

We have met with representatives from Oakland University and we support the development of these experimental programs that will assist our K-12 school districts in hiring appropriately certified teachers for their special education programs in Macomb County. We are aware that these programs are seeking to waive the rule for general education student teaching experience, but will maintain the full clinical requirements as outlined by the Michigan Department of Education and the Michigan Administrative Rules for Special Education for special education programs. We have indicated that we are supportive of partnering with Oakland University to facilitate clinical placements for the teacher candidates enrolled in these programs. Additionally, we are willing to partner with Oakland University to determine the efficacy of the programs by analyzing the outcomes of the teachers hired who complete the programs.

With the current teacher shortage, programs like the one Oakland University proposes that allow community members to gain their teaching credentials in special education assist us in meeting the needs of students with disabilities in our schools. We support the proposal and look forward to partnering with Oakland University.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Justin S. Michalak', with a long, sweeping horizontal line extending to the right.

Justin S. Michalak
Assistant Superintendent for
Special Education and Student Services



Benjaman Jackson
Assistant Superintendent
Office of Human Resources

Fisher Building • 3011 West Grand Blvd., 10th Floor • Detroit, MI 48202
O (313)-873-4485 • benjaman.jackson@detroitk12.org

detroitk12.org

November 19, 2020

Michigan Department of Education
608 W. Allegan
Lansing, MI 48933

To Whom it May Concern:

It is with pleasure that I submit this letter in support of Oakland University's modified Master in the Art of Teaching program with a concentration in Learning Disabilities or Emotional Impairments. This program will allow individuals with previously earned bachelor's degrees to complete a master's program leading to either a K-12 Learning Disabilities (SM) or a K-12 Emotional Impairment (SE) teaching endorsement.

Detroit Public Schools Community District (DPSCD) serves more than 50,000 students across 110 schools. Through our Exceptional Talent priority in our strategic plan, we have implemented several initiatives to reduce vacancies and improve teacher retention including salary increases and incentives for teachers in critical shortage areas. As a result, our vacancies have decreased significantly over the last three years. Between 2016 and the current school year, our vacancies at the start of the school year decreased from 275 to 46 (including only 5 general education core vacancies) and the number of DPSCD schools that started the year fully staffed increased from 22 to 70 percent. Despite these improvements, we continue to have substantial vacancies in Exceptional Student education (or ESE – DPSCD's term for special education). We currently have 43 ESE teacher vacancies across endorsement areas and our pool of qualified candidates for these roles is incredibly limited. Based on enrollment and employee data (including anticipated retirements and attrition) we anticipate needing to fill more than 200 ESE teacher positions in the next five years.

We met with representatives from Oakland University and support the development of these experimental programs that will assist us in securing qualified, certified teachers for ESE roles in DPSCD. We are aware that these programs are seeking to waive the rule for general education student teaching experience but will maintain the full clinical requirements as outlined by the Michigan Department of Education and the Michigan Administrative Rules for Special Education for special education programs. We are supportive of partnering with Oakland University to facilitate clinical placements for the candidates enrolled in these programs. We are also willing to partner with Oakland University to determine the efficacy of the programs by analyzing the outcomes of the teachers hired who complete the programs. With the current teacher shortage, programs like the one Oakland University proposes are critical to meeting the needs of students with disabilities in our schools. We fully support the proposal and look forward to partnering with Oakland University.

Sincerely,

Benjaman Jackson
Assistant Superintendent, Human Resources

Students Rise. We all Rise

New Program Proforma

Fiscal Year: FY22

On-Line/Hybrid/On-Campus

	FY22 Year 1	FY23 Year 2	FY24 Year 3	FY25 Year 4	FY26 Year 5
Revenue Variables:					
Headcount (total)	0	0	0	0	0
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Graduate	15	25	35	30	30
Total Credit Hours	21	45	53	53	53
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Graduate	315	1125	1855	1590	1590
Doctoral	0	0	0	0	0
Total FYES	13.13	46.88	77.29	66.25	66.25
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	13.13	46.88	77.29	66.25	66.25
Doctoral (cr.+16)	0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 541.50	\$ 541.50	\$ 541.50	\$ 541.50	\$ 541.50
Graduate	\$ 802.75	\$ 802.75	\$ 802.75	\$ 802.75	\$ 802.75
Revenue					
Tuition	\$ 252,866	\$ 903,094	\$ 1,489,101	\$ 1,276,373	\$ 1,276,373
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 252,866	\$ 903,094	\$ 1,489,101	\$ 1,276,373	\$ 1,276,373
Compensation *					
Faculty Salaries (41.30%)	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative (41.10%)	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical (48.30%)	\$ -	\$ -	\$ -	\$ -	\$ -
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ -	\$ -	\$ -	\$ -
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ -	\$ -	\$ -	\$ -	\$ -
Fringe Benefits (review %'s above)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Compensation	\$ -	\$ -	\$ -	\$ -	\$0
Operating Expenses					
Supplies and Services	\$ -	\$ -	\$ -	\$ -	\$ -
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Tuition	\$ -	\$ -	\$ -	\$ -	\$ -
Total Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Net	\$ 252,866	\$ 903,094	\$ 1,489,101	\$ 1,276,373	\$ 1,276,373
PER FYES AMOUNT	\$ -	\$ -	\$ -	\$ -	\$ -
Percentage of Expenses to Tuition	0.00%	0.00%	0.00%	0.00%	0.00%

*NOTE: All of the existing courses and program supports are in place. The MATSE and Special Education courses and clinical placement supports already exist and will run without this added option.