Department of Special Education
Proposal

Certificate: Emotional Behavioral Disabilities (EBD) 1-12

I. CERTIFICATE JUSTIFICATION

A. Benefits from Certificate.
   • EBD trained teachers are a scarcity in the education field. Oftentimes principals and
directors of Special Education are specifically looking for students who are certified in
EBD. The EBD certification is an add-on program which requires students to take
several additional courses that are outside of their major. Students who have an Early
Childhood-Special Education (ECSE), Unified Early Childhood (UEC), Cognitive
Disabilities/Learning Disabilities (CD/LD) or Learning Disabilities/Middle Childhood-
Early Adolescence (LD/MCEA) major often want certification in Emotional/Behavioral
Disabilities (EBD). Currently students take the necessary courses, complete a student
teaching placement and receive EBD certification. Although they complete the
requirements for certification, beyond their actual license, there is no evidence that
they have received this additional certification. The university transcript shows that
courses were taken, but does not indicate that students have a certification in EBD. The
benefit of having the certificate as a specific item listed on their transcripts, although
not the same thing as a certification, would be documentation on an official document
prior to students having their license sent from the state. In other words, an official
transcript would indicate the certificate. This is especially beneficial when students are
applying for jobs out of state.

   • This certificate focuses on the university mission as being distinctive and supporting
regional needs. Since many universities in the area (UW-Stout, UW-Stevens Point)
have programs for certification as cross-category licensure, the EBD license is
subsumed in the broader category of cross category. Due to our belief in the
importance of differentiating between categories of Special Education (CD, LD, EBD),
we continue to have specific licensure areas. When principals and directors of special
education contact the department for potential candidates for open positions, the
department can direct them to students who have the specific endorsement of EBD
on their transcript.

   • The proposed certificate encompasses the requirements for Department of Public
Instruction (DPI) certification. Therefore this is an added benefit.

B. Targeted Audience and Long-Term Need.
   • The targeted audience is our current special education majors. The
requirements for the EBD certificate are outside the major and require students
to take additional courses.

   • EBD teaching positions are considered high need and our students have a high
employment rate in the area of EBD from self-contained schools, classrooms and
inclusive programs. As stated earlier, having clearer documentation on
transcripts will show employers and students that students have completed an additional certification while an undergraduate. This will help our students fill positions in a high needs area across the country.

- The need for this certificate has not changed over the decades. The area of EBD continues to be a high needs area with many teachers hired on emergency licenses in order to fill the need. Having multiple certification areas significantly increases the opportunities for students to be employed in Wisconsin and across the country. For example, within the last few months the department has received at least three inquiries for EBD teachers wanted sometime this spring (2015). (St. Paul MN, Northfield MN, Osceola, WI)

- The core methods courses which are directly aligned with DPI’s content guidelines for EBD licensure are included in this certificate. The EBD licensure program has been approved through DPI based on these courses plus additional special education core classes. The number of students seeking EBD certification has ranged from 13-31 students a year.

C. Identification of Potential Duplication.

- The EBD licensure/certification has been available for at least 20 years. It has morphed from a graduate only program to an add-on certification. There are no conflicts with other degrees or programs. The only program that may present some potential duplication is the EBD/MCEA program. It is currently being phased out as students are advised to declare LD/MCEA and add-on EBD to become more employable.

- There will always be students who want a certification program that is not included in a current major.

II. DESCRIPTION OF ACADEMIC COMPONENT

A. Goals of the Certificate

1. Offer current special education majors an opportunity to add EBD certification, grades 1-12 to make them more marketable and attractive to future employers.
2. Allow students to become better trained and prepared to meet the needs of a diverse 1-12 student population.
3. Have documentation of EBD certificate on the student’s transcript. This certificate will signify that students have completed all the requirements and are eligible for certification in EBD.

B. Admission Requirements

- Students will need to be accepted into their special education program and have successfully completed at least one semester and have a total and resident GPA of 2.75 or higher before they can apply to the EBD certificate program. Students will apply to EBD certificate program at department’s regular admission cycle and the Department Admissions Committee will decide if the candidate is suitable for EBD certification based on the student’s prior course experiences, knowledge, and dispositions.
• Students meet with their advisor and the coordinator of the EBD program prior to applying for the EBD add-on program. If either the advisor or the coordinator do not believe the students are ready or have the necessary skills/qualities they may not be allowed to apply. All the paperwork with signatures must be submitted in order to have their application be considered.

C. All Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 350</td>
<td>Introduction to Emotional/Behavioral Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 416</td>
<td>Career Education and Transition</td>
<td>2</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 453</td>
<td>Behavioral Assessment and Planning</td>
<td>1</td>
</tr>
<tr>
<td>SPED 455</td>
<td>Advanced Behavioral Intervention for Students with Emotional Behavioral Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 474</td>
<td>Clinical Experiences with Students with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>13</td>
</tr>
</tbody>
</table>

D. Previously Earned Credits.
• The only course the department would accept as a transfer course would be “Introduction to Emotional/Behavioral Disabilities.” An advisor would review a transfer transcript and complete a Substitution/Waiver form.

E. Grade Requirements for Certificate Completion.
• Students must earn a B- or better in all special education courses as per catalog.

F. Relationship of Certificate Program to Existing Degree Programs.
• Students who are majoring in CD/LD or LD/ MCEA are the ones who pursue the EBD add-on certification. The CD/LD majors who obtain an EBD certification also are eligible for their Cross-Categorical license. LD/MCEA majors once they have completed the EBD requirements for license are considered to be cross-categorical although they do not receive licensure for cross-categorical. Students will be able to add-on the EBD certificate during the academic year and a summer. SPED 350, 453, and 455 are only offered during the summer and have been for many years. Students can complete their student teaching requirement for the EBD certificate during the same summer as taking the EBD courses or the following semester. During winterim 2015, the department is piloting an experience during the winterim session in order to expand opportunities to have a practicum in a school based EBD environment.

• The EBD courses are only offered in the summer which will not increase students’ time to degree. In addition, SPED 350 plus credit given for time working with students with EBD is embedded in the Special Education in Scotland study abroad program.

III. RESOURCES NEEDED FOR CERTIFICATE

A. Instructor Availability.
• These courses are offered on a regular basis and instructor availability is not an issue. There are multiple instructors who are able to teach the courses during the
summer. In addition, professionals from the field have co-taught the SPED 453 and SPED 455 courses.

B. Proposed Course Frequency.
   • This certificate presents no changes to the current curriculum. Students have been getting EBD certification as an “add on” for years with no documentation on their transcript. Since 2002, SPED 455 has been offered during the summer. In 2005 SPED 453 was offered during the summer. SPED 416 and 401 are offered fall and spring. SPED 350, 453, and 455 are offered every summer. SPED 474 can be taken fall, spring or summer.

C. Proposed Courses.
   • All courses included in this certificate are already developed. No new courses are required.

D. Student Advising/Support.
   • Students can obtain information on the EBD certificate from their advisor or from the EBD program coordinator. A certification plan and planning sheet are created when students meet with program coordinator to identify: when courses will be taken, what practicum schedule will be best (summer, fall, or winterim), and how courses align with major timeline.

   • People cannot enroll at UW-Eau Claire for the sole purpose of enrolling in this program. As stated previously in the proposal, only current special education majors can obtain this certificate.

E. Certificate Administration Unit.
   • The Department of Special Education is solely responsible for this certificate program.
Department of Special Education
Proposal

Certificate: Cognitive Disabilities (CD) 1-12

I. CERTIFICATE JUSTIFICATION

A. Benefits from Certificate.
   • The CD certification is an add-on program which requires students to take several
     additional courses that are outside of their major. Students who have an Early
     Childhood-Special Education (ECSE), Unified Early Childhood (UEC), or Learning
     Disabilities/Middle Childhood-Early Adolescence (LD/MCEA) major often want
     certification in Cognitive Disabilities (CD) to make them more employable or give them
     more options in their professional practice. Our current students take the necessary
     courses, complete a student teaching placement and receive CD certification. Although
     they complete the requirements for certification, beyond their actual license, there is no
     evidence that they have received this additional certification. The university transcript
     show that courses were taken, but does not indicate that students have a certification in
     CD. The benefit of having the certificate as a specific item on their transcripts, although
     not the same thing as a certification, would be documentation on an official document
     prior to students having their license sent from the state. In other words, an official
     transcript would indicate the certificate. This is especially beneficial when students are
     applying for jobs out of state.

   • This certificate focuses on the university mission as being distinctive and supporting
     regional needs. Since many universities in the area (UW-Stout, UW-Stevens Point)
     have programs for certification as cross-category licensure, the CD license is
     subsumed in the broader category of cross category. Due to our belief in the
     importance of differentiating between categories of Special Education (CD, LD, EBD),
     we continue to have specific licensure areas. When principals and directors of special
     education contact the department for potential candidates for open positions, the
     department can direct them to students who have the specific endorsement of CD on
     their transcript.

B. Targeted Audience and Long-Term Need.
   • The targeted audience is our current special education majors. The
     requirements for the CD certificate are outside the major and require students
     to take additional courses.

   • Special Education teaching positions are considered high need and our students
     have a high employment rate in the area of SPED from self-contained schools,
     classrooms and inclusive programs. As stated earlier, having clearer
     documentation on transcripts will show employers and students that they have
     completed an additional certification while an undergraduate. This will help our
     students fill positions in a high needs area across the country.
• The need for this certificate has not changed over the decades. Having multiple certification areas significantly increases the opportunities for students to be employed in Wisconsin and across the country. The Department of Special Education has received multiple requests for special education teachers for this coming academic year (2015-2016).

• The core methods courses which are directly aligned with DPI’s content guidelines for CD licensure are included in this certificate. The CD licensure program has been approved through DPI based on these courses plus additional special education core classes.

C. Identification of Potential Duplication.

• There will always be students who want a certification program that is not included in a current major. There are no conflicts with other degrees or programs. The LD/MCEA program is a popular alignment with the CD add-on certificate and the program EBD/MCEA is being phased out as students are advised to be LD/MCEA. The add-on CD certification allows students to become more employable as they will be considered cross-categorical. This means that our students will be certified for Learning Disabilities (LD), Emotional Behavioral Disabilities (EBD), and Cognitive Disabilities (CD).

II. DESCRIPTION OF ACADEMIC COMPONENT

A. Goals of the Certificate
1. Offer current special education majors an opportunity to add CD certification, grades 1-12 to make them more marketable and attractive to future employers.
2. Allow students to become better trained and prepared to meet the needs of a diverse 1-12 student population.
3. Have documentation of CD certification on the student's transcript.

B. Admission Requirements
Students will need to be accepted into their special education program and have successfully completed at least one semester and have a total and resident GPA of 2.75 or higher before they can apply to the CD certificate program. Students will apply to the CD certificate program at the department’s regular admission cycle and the Department Admissions Committee will decide if the candidate is suitable for CD certification based on the student's prior course experiences, knowledge, and dispositions.

C. All Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 419</td>
<td>Assistive Technology &amp; Augmentative an Alternative Communication: Related Disciplines</td>
<td>2</td>
</tr>
<tr>
<td>SPED 210</td>
<td>Introduction to Cognitive Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 416</td>
<td>Career Education and Transition</td>
<td>2</td>
</tr>
<tr>
<td>SPED 417</td>
<td>Curriculum &amp; Methods for Students with Mod/Severe Dis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 401</td>
<td>Assessment of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 474</td>
<td>Clinical Experiences with Students with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>14</td>
</tr>
</tbody>
</table>
D. **Previously Earned Credits.** The only course we would accept as a transfer would be “Introduction to Cognitive Disabilities.” An advisor would review a transfer transcript and complete a Substitution/Waiver form.

E. **Grade Requirements for Certificate Completion.** Students must earn a B- or better in all special education courses per catalog language.

F. **Relationship of Certificate Program to Existing Degree Programs.** Students will be able to add on the CD certificate adding the necessary credits during the academic year and/or summer.
   - Students who are majoring in LD/ MCEA and UEC are the ones who pursue the CD add-on certification. LD/MCEA majors once they have completed the CD requirements for license are considered to be cross-categorical although they do not receive licensure for cross-categorical. UEC students have a desire for greater understanding of the more severe disabilities taught within the CD program. Students will be able to add on the CD certificate during the academic year with an additional practicum taken during the summer or an additional quarter of student teaching. During winterim 2015, the department is piloting an experience during the winterim session in order to expand opportunities to have a practicum in a school based CD environment.
   - The CD courses can be taken within the academic year or summer session.

III. **RESOURCES NEEDED FOR CERTIFICATE**

A. **Instructor Availability.**
   - These courses are offered on a regular basis and instructor availability is not an issue.

B. **Proposed Course Frequency.**
   - This certificate presents no changes to the current curriculum. Students have been getting CD certification as an “add on” for years with no documentation on their transcript. SPED 210 is offered during the fall and sometimes summer, SPED 417 is offered during the spring, and SPED 416 and 401 are offered fall and spring. CSD 419 is offered fall and summer. SPED 474 (student teaching) could take place during fall, spring, or summer after necessary courses are satisfactorily completed.

C. **Proposed Courses.**
   - All courses included in this certificate are already developed. No new courses required.

D. **Student Advising/Support.**
   - Students can obtain information on the CD certificate from their advisor or from the CD program coordinator. A certification plan and planning sheet are created when students meet with program coordinator to identify: when courses will be taken, what practicum schedule will be best (summer, fall, or winterim), and how courses align with major timeline.
• People cannot enroll at UW-Eau Claire for the sole purpose of enrolling in this program. As stated previously in the proposal, only current special education majors can obtain this certificate.

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