

Special Consideration Items

February 21, 2013

MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: George Cunningham, Ph.D.
Associate Dean, College of Education and Human Development

FROM: Victor Willson, Ph.D.
Professor and Head

SUBJECT: Request for New Graduate Certificate



A handwritten signature in blue ink, appearing to read 'Victor Willson'.

Attached, please find the appropriate a new certificate in the Educational Psychology department: Special Education in School Counselors Certificate

Pursuant to the directives of the College, the following information is provided:

1. **Rationale:** This certificate is designed to give those students in the school counseling program additional education and background regarding working with children who have special needs. This topic is a small component of the school counseling's planned curriculum, and we expect that some students will want or need a stronger background on working with special needs children. This optional certificate will allow students to be better prepared when working with children of differing abilities.
2. **Vote by the Program:** The changes have the unanimous support of our department.

We appreciate your consideration of this course. Please contact us should you require any additional information.

Submitted by (Contact Person):

Linda Castillo

lcastillo@tamu.edu

Name

Email

Professor

845-0891


Title

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

Use additional signature lines if program is between three or more departments or colleges.


Signature, Department Head or Interdisciplinary Program Chair
Victor Willson

Signature, Department Head or Interdisciplinary Program Chair (if joint program)

Typed or Printed Name

Typed or Printed Name


Chair, College Review Committee

03/04/13
Date

Chair, College Review Committee


Dean of College

03/04/13
Date

Dean of College


Chair, University Curriculum Committee or Graduate Council

4-17-13
Date

Chair, University Curriculum Committee or Graduate Council

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs, Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Special Education for School Counselors Certificate

3. Proposed CIP Code: 13.1101.00

4. Brief Program Description – Describe the program and the educational objectives:

The Special Education for School Counselors Certificate (SESC) offered by the Department of Educational Psychology is designed to provide graduate students enrolled in the School Counseling program with the proficiency to work with children and families with disabilities. The SESC program requires 15 credit hours in designated courses. Students must earn a grade of "C" or better in each course used to meet the requirements. Students who pursue the SESC must complete all requirements prior to graduation.

Number of Semester Credit Hours Required: 15

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

Department of Educational Psychology

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Fall Semester of Academic Year 2013

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Linda Castillo

Title: Professor

E-mail: lcastillo@tamu.edu

Phone: 845-0891

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. *Not applicable; preliminary approval was not granted more than four years ago.*
- B. Student Demand – Provide short- and long-term evidence of demand for the program. *Not applicable; preliminary approval was not granted more than four years ago.*
- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

YEAR	1	2	3	4	5
Headcount	8	12	20	25	30
FTSE					

II. Quality

- A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	
Required Courses	15
Prescribed Electives	0
Free Electives	0
Other <i>(Specify, e.g., internships, clinical work)</i>	(if not included above)
TOTAL	15

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

Prefix and Number	Required Courses	SCH
SPED 601	Special Education Assessment	3
SPED 628	Consultation in SPED	3
SEFB 618	Applied Behavior Management	3
SPED 610	Special Education and the Family	3
SPED 632	Transition from School to Work	3

Prefix and Number	Prescribed Elective Courses	SCH

	TOTAL SCH	15
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C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	Ph.D. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Constance (Connie) Fournier, Clinical Professor	Ph.D. in Educational Psychology, University of Texas at Austin	SPED 601, SPED 628, coordinating committee	30%
*Linda Castillo, Professor	Ph.D. in Educational Psychology, University of Utah	Coordinator	50%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Mack D. Burk, Associate Professor	Ph.D. in Special Education, University of Oregon	SEFB 618	10%
Amy N. Sharp, Visiting Assistant Professor and Director of TAMU Family Support Network	Ph.D. in Special Education, Texas A&M University	SPED 610	10%
Dalun Zhang, Professor	Ph.D. in Special Education, University of New Orleans	SPED 632	10%
Patricia Lynch, Clinical Professor	Ph.D. in Vocational Education, Texas A&M University	Coordinating Committee	20%

- D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Students enrolled in the TAMU school counseling program will be recruited for the option of taking this certificate program. An incentive to enrolling for the certificate program is that two of the courses in this certificate program are already required for their degree plan. Further, school personnel trained in special education is something that is highly sought after by many school districts. We are also applying for a U.S. Department of Education grant that will provide stipends to students enrolled in the certificate program, thus providing more incentive to enroll.

- E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

There will not be any new courses developed, thus the current library holdings are sufficient at TAMU.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No new facilities or equipment will be required.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The counseling psychology program, which will run the certificate program, is accredited by the American Psychological Association.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The effectiveness and quality of the program will be assessed by student passing the Texas Examination of Educator Standards (TExES) School Counselor exam. This test is required in order for an individual to be certified as a school counselor in the state of Texas. The test consists of measuring competencies in working with diverse students including special education students.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner
Approval – For a program to be approved by the Commissioner or
the Assistant Commissioner for Academic Affairs and Research, the Board of
Regents or designee must certify that the new program meets the eight criteria under
TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date