

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and **centrality to institutional mission**. (1500 characters)

The Read to Succeed Act (see below) required that education programs include 12 hours of literacy in initial licensure programs. To avoid an increase in program hours, Psychology 663 and 664 (4 hours) and the program elective (3 hours) were deleted. The current Teaching Reading and Writing To Divergent and Exceptional Learners (EDUC 745) course (3 hours) and the reading practicum (EDUC 746) (1 hour) were modified to meet the R2S guidelines. Additionally, four new courses were created (10 hours): EDUC 637, 638, 639, and 737.

South Carolina General Assembly 120th Session, 2013-2014

STATUS INFORMATION

General Bill

Governor's Action: June 11, 2014, Signed

South Carolina Read to Succeed Act

SECTION 1. Title 59 of the 1976 Code is amended by adding:

CHAPTER 155 South Carolina Read to Succeed Act

Section [59-155-180](#). (B)(1) Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs including MAT degree programs must require **all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy** that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading.

List the objectives of the modified program. (1500 characters)

M.A. T. Learning Disabilities

The principal goals of this program are:

1. Provision of research-based strategies and reasonable accommodations to enable students with learning disabilities to be successful in the public school environment.
2. Integration of a strong practicum component throughout the program to provide a variety of experiences with students with learning disabilities in both an elementary (K-6) and middle/secondary (7-12) public school settings.
3. Clearly identifiable links between program requirements and the mandates of standards, including CEC's Content Standards and the technology proficiencies specified in the National Educational Technology Standards for Teachers.
4. Improved connections between the School of Education, other campus units, and practitioners in K-12 schools.
5. Inclusion of structures that would help candidates become more proactive in their approach to professional growth and development.
6. Incorporate performance based measures of candidate performance throughout the program.
7. All program graduates would have the knowledge, skills, and dispositions to work effectively with students with learning disabilities in the region's schools.
8. **The necessary skills to provide effective instruction in reading and numeracy to all students.**

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The need for program modifications due to the Read to Succeed legislation are best stated in the legislation as follows,

to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention. All teacher preparation programs must be approved for licensure by the State Department of Education to ensure that all teacher education candidates possess the knowledge and skills to assist effectively all children in becoming proficient readerspre-service teacher education programs prioritize their missions and resources so all early and elementary education teachers have the knowledge and skills to provide effective instruction in reading and numeracy to all students.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

The Read to Succeed legislation impacted all education programs. The Read to Succeed Act (see below) required that education programs include 12 hours of literacy in initial licensure programs. To avoid an increase in program hours, Psychology 663 and 664 (4 hours) and the program elective (3 hours) were deleted. The current Teaching Reading and Writing To Divergent and Exceptional Learners (EDUC 745) course (3 hours) and the reading practicum (EDUC 746) (1 hour) were modified to meet the R2S guidelines. Additionally, four new courses were created (10 hours): EDUC 637, 638, 639, and 737.

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	14	84	16	96	13	78

We do not anticipate any change in enrollment due to these changes.

Curriculum
Francis Marion University
The Graduate School
Master of Arts in Teaching: Learning Disabilities

Program Sheet

Name _____ FMU ID.# _____
Address _____ Advisor _____
Phone _____ E-Mail _____

Admission Requirements

- ___ Graduate Application for Admission Form
- ___ Graduate Application fee paid
- ___ Official Transcripts (school _____ date _____ degree _____ GPA _____)
- ___ GRE or Miller Analogies Test or Praxis II qualifying score (PLT) _____
- ___ Two positive letters of recommendation (_____)
- ___ Written philosophy statement of 300-500 words (Rubric score _____)

		Completion Date/ Grade
Education Foundation Core		12 hours
3	EDUC 611 Solving Instructional Problems Using Technology	___/___
3	EDUC 621 Understanding Learning Differences	___/___
3	EDUC 622 Assessment of Learning and Behavior	___/___
3	EDUC 624 Behavior Management of Students with Disabilities	___/___
Literacy Preparation		10 hours
3	EDUC 637 Foundations of Reading	___/___
3	EDUC 638 Assessment of Reading	___/___
1	EDUC 639 Practicum: Assessment of Reading	___/___
3	EDUC 737 Content Area Reading and Writing	___/___
Learning Disabilities Professional Preparation		29 hours
3	EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners	___/___
1	EDUC 746 Practicum: Teaching Reading and Written Language to Exceptional Learners	___/___
3	EDUC 760 Exceptionalities: Characteristics and Legal Foundations	___/___
3	EDUC 761 Learning Disabilities: Characteristics, Identification & Placement	___/___
3	EDUC 762 Instructional Planning and IEP Development for Students with Learning Disabilities (3)	___/___
3	EDUC 763 Methods for Teaching Divergent and Exceptional Students	___/___
1	EDUC 764 Practicum: Methods for Teaching Students w/ Learning Disabilities	___/___
3	EDUC 769 Case Study, Small Group, and Action Research	___/___
9	EDUC 770 Learning Disabilities: Supervised Internship	___/___

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
Psychology 663: Learning Disabilities Formal and Informal Assessment	EDUC 637: Foundations of Reading
Psychology 664: Practicum: Formal and Informal Assessment	EDUC 638: Assessment of Reading
Elective option	EDUC 639: Practicum: Assessment of Reading
	EDUC 737: Content Area Reading and Writing

Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

No graduate faculty changes were made, but a new Literacy position was added.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

None needed.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	none	none	none	none	none	none
Faculty and Staff Salaries	none	none	none	none	none	none
Graduate Assistants	none	none	none	none	none	none
Equipment	none	none	none	none	none	none
Facilities	none	none	none	none	none	none
Supplies and Materials	none	none	none	none	none	none
Library Resources	none	none	none	none	none	none
Other*	none	none	none	none	none	none
Total	none	none	none	none	none	none
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	none	none	none	none	none	none
Program-Specific Fees	none	none	none	none	none	none
State Funding (i.e., Special State Appropriation)*	none	none	none	none	none	none
Reallocation of Existing Funds*	none	none	none	none	none	none
Federal Funding*	none	none	none	none	none	none
Other Funding*	none	none	none	none	none	none
Total	none	none	none	none	none	none
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	none	none	none	none	none	none

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Not applicable

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Learning Disabilities with a Literacy endorsement

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

Letter attached addressing the R2S courses



**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

October 16, 2015

Dr. Shirley Carr Bausmith
Dean, School of Education
Francis Marion University
P.O. Box 100547
Florence, SC 29502

Dear Dr. Carr Bausmith,

Thank you for the recent submission of Francis Marion University's special education course verification form. Staff within the Office of Educator Services have reviewed the verification form and determined that the course sequence satisfies the requirements outlined in the Read to Succeed legislation.

Please note this review process is to verify that the courses submitted include the standards and elements outlined in the South Carolina Literacy Competency document (Grades PreK-5). This process does not verify whether or not the courses meet specific literacy requirements outlined in the legislation. That process will occur during the state accreditation process.

Below is a listing of the courses that have been verified for the special education program. Please review and confirm through email correspondence that the information below is correct. Should Francis Marion University make any changes to the verified sequence of courses, please notify Rachel Harvey (rhurvey@ed.sc.gov) with the changes.

- EDUC 637: Foundations of Reading Instruction (3 credit hours, no practicum)
- EDUC 638: Assessment of Reading PreK-12 (3 credit hours, practicum included)
- EDUC 745: Instructional Strategies of Reading (PreK-12) (3 credit hours, practicum included)
- EDUC 737: Content Area Reading and Writing (3 credit hours, practicum included)

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