

COASTAL CAROLINA UNIVERSITY

Conway, South Carolina

Program Planning Summary

Submitted to

The South Carolina Commission on Higher Education

To establish a

Master of Education in Special Education

May 15, 2014

Program Contact:

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II. Classification

Program Title:	M.Ed. in Special Education
Concentrations, options, and tracks:	Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, Early Childhood Special Education, or Severe Disabilities
Designation, type, and level of degree:	Master of Education; 2-year grad. degree
Proposed date of implementation:	Fall, 2015
CIP Code:	13.1001
Fellows/LIFE Scholarship awards:	No
Delivery mode:	Online and hybrid

III. Justification

Need for program in the state: According to the South Carolina Annual School District Report Card Summary (2013), approximately 59.7% of teachers in Horry County Schools held advanced degrees. In addition, 64.3% of teachers in Georgetown County School District and approximately 58% of teachers across all five school districts in Florence County held advanced degrees. This is the local population that has traditionally served as Coastal Carolina University's student base. An electronic survey needs assessment (November, 2012) was administered to 462 teacher respondents in Horry, Georgetown, and Florence school districts. Results from the survey showed nearly 42% of respondents indicating an interest in advanced preparation in Special Education or Early Childhood Special Education.

Relationship of proposed program to existing programs at proposing institution:

The Spadoni College of Education currently offers a *Master of Education in Learning and Teaching program with concentrations available in Emotional/Behavioral Disabilities, Learning Disabilities, or Intellectual Disabilities*. The current M.Ed. program with a concentration in high incidence disabilities is not required to meet the specialized professional association standards for special education because it is not a licensure program (it is a concentration). This proposed *Master of Education in Special Education* will be a licensure program, and it will be submitted for recognition by the Council for Exceptional Children (CEC) and for national accreditation (CAEP). This newly proposed full program will replace the current M.Ed. program *concentration* in special education, which can be deleted.

Extent to which proposed program duplicates existing programs in state: Currently, seven higher education institutions with approved educator preparation programs in South Carolina offer programs leading to a Master of Education in Special Education. They include the following institutions:

- Clemson University
- Converse University
- Francis Marion University
- South Carolina State University
- University of South Carolina-Columbia
- University of South Carolina-Upstate (Visual Impairment)
- Winthrop University

Although other advanced licensure programs in special education do exist across the state, Coastal Carolina University's proposed program seeks to fill a niche by offering coursework in a primarily online format (i.e., synchronously, asynchronously, and hybrid field/practicum) while also allowing students to follow one of five (5) areas of concentration: Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, Early Childhood Special Education, or Severe Disabilities. Currently, only the University of South Carolina-Columbia offers a Master of Education in Special Education with concentrations in Early Childhood Special Education and Severe Disabilities, both of which are provided in fully face-to-face formats. The proposed

Master of Education in Special Education will serve teachers in South Carolina and beyond who cannot make the long commute to another university. In addition, the proposed program will provide opportunities for add-on licensure to licensed teachers for current and future critical needs. This program does not duplicate any programs in our immediate region.

IV. Program Demand and Productivity

Anticipated enrollment in the planned program in its fourth year: The special education faculty expects enrollment to increase as a result of replacing the current *Master of Education in Learning and Teaching program with concentrations available in Emotional/Behavioral Disabilities, Learning Disabilities, or Intellectual Disabilities*. Table 1 below illustrates the anticipated enrollment for each year. The enrollment goal is to increase the number of students to capacity (30) by the fourth year of the proposed program.

Anticipated number of annual completions in the planned program after its fourth year: The goal is to have 20 candidates per year successfully complete the program. Table 1 illustrates the anticipated annual completers across a four-year period.

Table 1-Projected Enrollment and Completion Rates for Planned Program

	Fall Enrollment	Spring Enrollment	Summer Enrollment	Anticipated Graduates
2015-2016 (Year 1)	8	10	12	N/A
2016-2017 (Year 2)	14	16	18	N/A
2017-2018 (Year 3)	20	22	24	8
2018-2019 (Year 4)	26	28	30	14

V. Employment Opportunities for Graduates

According to the *Fall 2013 Teacher/Administrator Supply and Demand Survey* (CERRA, 2014), vacancies in special education across all school levels accounted for the largest share of unfilled FTEs in South Carolina. One out of five vacancies in South Carolina’s public schools is in special education. Results of the survey also indicate that 64% of all vacant special education positions are concentrated in the Lowcountry and Pee Dee regions.

VI. Curriculum

The proposed program of study focuses on advanced preparation of teachers in Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, Early Childhood Special Education, or Severe Disabilities. Candidates who complete the proposed program (and pass relevant Praxis exams) will be licensed in grades PreK-12 in one of the five concentration areas. This proposed program offers 30-33 credit hours of both in-class and field experiences that will prepare candidates with advanced knowledge in their chosen concentration area.

Prerequisites: EDSP 692* Foundations and Services for Exceptional Learners (3)¹

A. CORE COURSES (18 Credits Hours; Required for all M.Ed. students)

EDUC 605 Research Literacy (3)	EDSP 605 Instructional Design in Special Education (3)
EDSP 600 Applied Behavior Analysis (3)	EDSP 640 Behavior Management (3)
EDSP 630 Single-case Research and	EDSP 641: Comprehensive Assessment for Exceptional

¹EDSP 692 may be waived for candidates who have taken Introduction to Special Education or its equivalent at the undergraduate or graduate level

Ethics (3)	Learners (3)
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B. CONCENTRATION COURSES (12-15 Credit Hours; Choose one concentration)

Emotional Disabilities (12 Credit Hours)

- EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)
- EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)
- EDSP 635B Advanced Topics in Special Education (3)
- EDSP 698B Practicum in Special Education (3)

Intellectual Disabilities (12 Credit Hours)

- EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)
- EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)
- EDSP 635I Advanced Topics in Special Education (3)
- EDSP 698I Practicum in Special Education (3)

Learning Disabilities (12 Credit Hours)

- EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)
- EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)
- EDSP 635L Advanced Topics in Special Education (3)
- EDSP 698L Practicum in Special Education (3)

Severe Disabilities (15 Credit Hours)

- EDSP 610 Characteristics of Students with Severe Disabilities (3)
- EDSP 615 Instruction of Students with Severe Disabilities (3)
- EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3)
- EDSP 635S Advanced Topics in Special Education (3)
- EDSP 698S Practicum in Special Education (3)

Early Childhood Special Education (15 Credit Hours)

- EDSP 621 Introduction to Early Childhood Special Education (3)
- EDSP 622 Partnerships in Early Childhood Special Education (3)
- EDSP 624 Procedures for Working with Young Children with Disabilities (3)
- EDSP 625 Social/Emotional Development and Guidance for Children with Disabilities (3)
- EDSP 698E Practicum in Special Education (3)

VII. Articulation and Inter-Institutional Cooperation

This is a freestanding program with no agreements. The Spadoni College of Education graduate programs accept up to 12 graduate credit hours (with a B or better) of qualifying coursework for transfer students.

VIII. Estimate of Costs

As this program will fully replace the current concentration, the University's existing physical plant and equipment resources are adequate to support the program during the first five years. Given the anticipated interest in the program, it is projected that the University will hire one new tenure-track faculty member in special education to support the required coursework in the curriculum at a projected cost of \$55,000 (5 years @ \$55,000 = \$275,000) plus fringe benefits. Support for the new faculty member (e.g., office set up, computer, printer, desk, bookcase) is projected at \$5,000.00. Additional support to the University library is projected at an annual expenditure of \$1,000 (5 years @ \$1,000 = \$5,000). The University projects the total new costs associated with the proposed program during the first five years of implementation to be approximately \$285,000 + fringe benefits. Costs for the program will be covered by the tuition generated. The program is projected to be cost effective at a total enrollment of 20 students. Therefore, no additional funds for this program are expected to be requested from the state.

References

Center for Educator Recruitment, Retention, and Advancement. (January, 2014). *Fall 2013 teacher / administrator supply and demand survey*. Retrieved from http://www.cerra.org/media/documents/2014/1/2013_Supply__Demand_Report2.pdf