

**PROGRAM MODIFICATION FOR
M. ED. IN SPECIAL EDUCATION**

Clemson University
Master of Education in Special Education
Submitted February 15, 2009



James F. Barker, President

Program Contact:

Bill Fisk, Chair of Teacher Education
404B Tillman Hall, Clemson University
Clemson, SC 29634-0705
Phone: 864.656.5119. Fax: 864.656.1322
Email: bill252@clemson.edu

Or

Debra B. Jackson
Vice Provost
302 Sikes Hall
Clemson, SC 29634
dbj@clemson.edu
(864) 656-4592

CLASSIFICATION

| Program Title: Master of Education in Special Education

Academic Unit: Eugene T. Moore School of Education, Faculty of Teacher Education

Type: Master of Education (M.Ed.)

Proposed Date of Implementation; July, 2010

CIP Code: Special Education: 131001

Identification of Program: Program Modification

Site: University Center; Greenville, Anderson, Oconee, Pickens areas; and distance learning

Supplemental Palmetto Fellows and LIFE Scholarships?: No

| Delivery Mode: Off-site and blend of face-to-face and Distance Education,
including online courses

Justification

Statement of the Purpose and Objectives of the Program

The purpose of the M.Ed. program in Special Education is to strengthen the pedagogical knowledge of practicing teachers. All candidates learn new and research-based pedagogy for dealing with exceptional learners. This proposal will allow us to provide this NCATE-approved and commended research-based degree to a wide audience across the Upstate in an effort to reduce the attrition of special education and regular education teachers by helping them better handle the demands of a growingly diverse student population that includes more and more exceptional children.

Need for the Program

The need to improve instruction in special education is an on-going concern. Teachers are in need of advanced courses that will strengthen both their knowledge of theory and research as well as their pedagogy. The Clemson M.Ed. program addresses both of these areas. Due to the demands placed on teachers' time, the need for high quality on-line courses has grown considerably in recent years, a need that this modification will help address. Further, with a concentration of in-service teachers in the Greenville County School District, which has the largest number of teachers in the state of South Carolina, as well as in the neighboring school districts of Anderson, Oconee, and Pickens Counties, Clemson will be able to reach more teachers. Candidates will come from the existing population of special education teachers seeking to refine and advance their work and also from the elementary and secondary education teacher

population who wish to improve their teaching of mainstreamed students with disabilities.

Centrality of Program to the Mission of the Institution

Teacher education has long been central to the mission of Clemson University, and outreach is vital to its position as the land grant institution in the state. This program fits well within its mission. The distance-learning component of this program demonstrates Clemson's interest in and willingness to exploit the delivery efficiencies and outreach potential of distance learning technology.

Relationship of Proposed Program to Related Programs at Clemson University

This M.Ed. will work in full conjunction with the M.Ed. program in Special Education currently offered only at the Clemson campus. It will give greater flexibility so that the program can meet the needs of teachers who live farther away from Clemson than the current M.Ed. allows. It will employ current education faculty, but will allow Clemson to draw students from a currently underserved population, both in the Upstate area and in more remote areas of the state through the distance education components.

Description of Proposed Program Related to Programs at Other Institutions

According to the Commission on Higher Education website, several colleges and universities in South Carolina offer M.Ed. programs in Special Education, including South Carolina State University, College of Charleston jointly with the Citadel, the University of South Carolina – Upstate, Bob Jones University, Winthrop University, and Converse College. However, even with these programs, the demand for developing teachers' pedagogical skills remains strong. In addition, the online courses will allow teachers who do not live in close proximity to a university to develop their skills. The program will be run entirely by Clemson University.

Enrollment

Admission Criteria

For admission, individuals must have a baccalaureate degree from a regionally accredited university and admission to the Clemson University Graduate School. To be considered for admission to the Graduate School candidates must submit: an online application, an undergraduate transcript with a grade-point ratio of 3.0 on a 4.0 scale (last 60 hours), two recommendations, a copy of a valid teaching certificate, and competitive GRE scores.

Projected Enrollment

Enrollment is based on 20 students taking 4 courses per year (1 in fall, 1 in spring, and 2 in summer) times 3 credits per course. Twenty is the target number for cohorts.

PROJECTED TOTAL ENROLLMENT

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009-2010	20	60	20	60	20	120
2010-2011	20	60	20	60	20	120
2011-2012	20	60	20	60	20	120
2012-2013	20	60	20	60	20	120
2013-2014	20	60	20	60	20	120

ESTIMATED NEW ENROLLMENT

YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2009-2010	16	48	16	48	16	96
2010-2011	16	48	16	48	16	96
2011-2012	16	48	16	48	16	96
2012-2013	16	48	16	48	16	96
2013-2014	16	48	16	48	16	96

Based on comments from administrators in the Greenville County School District and requests received at Clemson from students in that and other local school districts, we believe we can readily fill cohort groups of 20 teachers every three years. Currently, we are enrolling approximately four students on-campus per year.

Curriculum

This proposal requires no changes in current Special Education curriculum:

Required Courses: (24 hours)

- ED F 778 Exp. and Non-exp. Methods Research I
- ED SP 820 Literacy Instruction for Individuals with Disabilities
- ED SP 821 Educational Assessment of Individuals with Disabilities
- ED SP 823 Teaching Individuals with Disabilities in Integrated Settings
- ED SP 840 Transition Education and Services for Individuals with Disabilities
- ED SP 853 Legal and Policy Issues in Special Education
- ED SP 854 Applied Behavior Analysis
- READ 865 Evaluation and Remediation of Reading Problems

Area of Emphasis: (9-12 hours)

Students choose from one of 3 areas of emphasis. Courses in each area partially fulfill requirements for SC certification in that area.

I. Emotional/Behavioral Disabilities Disorders

ED SP 669 Characteristics of Individ. with Emotional and Behavioral Disorders

ED SP 674 Educational Procedures for Individuals with Emotional and Behavioral Disorders

ED SP 678 Practicum in Emotional and Behavioral Disorders

ED SP 675 Educational Procedures for Individuals with Learning Disabilities*

II. Learning Disabilities

ED SP 670 Characteristics of Individuals with Learning Disabilities

ED SP 675 Educational Procedures for Individuals with Learning Disabilities

ED SP 676 Practicum in Learning Disabilities

III. Mental Retardation

ED SP 672 Characteristics of Individuals with Mental Retardation

ED SP 673 Educational Procedures for Individuals with Mental Retardation

ED SP 679 Practicum in Mental Retardation

[* This course is required for South Carolina certification in Emotional/Behavioral Disabilities and should be included in the program of studies in lieu of 3 hours of electives unless it has been taken previously.]

Electives: (3 hours)

--For elementary emphasis ED SP 822, Teaching Mathematics to Individuals with Disabilities, is recommended.

--For secondary emphasis ED SP 841, Instructional Strategies for Individuals with Disabilities in Secondary School Settings, is recommended.

Assessments of Student Learning Outcomes

The Special Education program requires a minimum of 36 credit hours in graduate courses with a grade-point ratio of 3.0 or higher, of which 18 hours must be from courses at the 700-level or above. Graduate students must pass a comprehensive examination that will be written and arranged at a specified time each semester.

Faculty

Staff by Rank	Highest Degree Earned	Teaching In Field (Yes/No)
Professor	Ph.D. Special Education	Yes
Professor	Ed.D. Special Education	Yes
Assistant Professor	Ph.D. Special Education	Yes
Assistant Professor	Ph.D. Special Education	Yes
Assistant Professor	Ph.D. Special Education	Yes
Assistant Professor	Ph.D. Special Education	Yes
Clinical	M.Ed. Special Education	Yes

Physical Plant

The physical plant and facilities for the M.Ed. program are sufficient. Some courses may be offered on-line, requiring only office space for faculty. Many face-to-face courses will be offered at the University Center in Greenville, at which Clemson has sufficient facilities.

Equipment

We do not anticipate the need for the purchase of any major equipment items for the first five years of delivery of this program. We do anticipate maintaining and adding to our existing support materials for Curriculum and Instruction and for technology support through computers, Smart Boards, and other instructional pieces of equipment. However, Clemson University does a good job of maintaining and replacing these items as required, and the needs in this area will not exceed existing needs for current programs.

Library Resources

Quantitative Comparison of Institution's Current Holdings

The Clemson University Libraries are composed of R.M. Cooper Library, Special Collections, Gunnin Architectural Library, and the F.W. Symmes Library (located at the University Center). The general collection at R.M. Cooper Library consists of approximately 1.5 million books, 6,000+ current periodicals, and 11,000+ electronic journals. The F.W. Symmes Library at the University Center is open to all students, faculty, and staff, offering electronic databases and access to all participating university libraries. The Libraries are a U.S. Federal Document

Depository and receive federal government publications, extension publications, technical reports, and maps. South Carolina government publications are also collected. The Libraries are fully networked and provide access to an online catalog, a variety of databases, regional and worldwide library catalogs, and the Internet. Fourteen professional librarians and five library technical assistants provide reference service in the main library. One reference librarian serves as a liaison and research specialist for faculty, staff, and students in the Eugene T. Moore School of Education.

The Libraries' broad education collection includes more than 44,000 monographs, 200 current print journals, and access to more than 600 electronic journals.

Qualitative Assessment of Current Holdings in View of New Program

In addition to the high quality of the existing library resources, many services are provided that also extend and enrich the capacity of the library system. Some of these services include the following:

Interlibrary Loan: the Libraries provide interlibrary loan for all types of material not held in the collection. This service is provided free of charge to faculty, staff, and students.

Document Delivery: faculty, staff, and distance-education students may request library services using online forms. Services include book checkout and delivery, photocopying of library materials, and materials pickup.

Research Support: the education librarian specializes in education information resources and is available for faculty/student research support and consultation. Recent requests from faculty include comprehensive literature reviews on specific topics, citation verification, quotes and source verification, report of high-impact education journals, and in-office training of library databases.

Library Instruction: the education librarian teaches subject-specific library instruction classes upon faculty request. Instruction takes place in the library's instructional lab, equipped with twenty-five computers for teaching online database searching techniques. Basic library instruction is provided for all first year students during English courses.

Reciprocal Borrowing: the Libraries have reciprocal borrowing agreements with all public institutions of higher education in South Carolina, independent colleges affiliated with the South Carolina Independent Colleges & Universities, OCLC Reciprocal Borrowing Program Participants (faculty only), and the main library at the University of Georgia in Athens (faculty and graduate students). Faculty, staff, and students who plan to visit a participating library must stop by the Circulation Desk in Cooper Library to request a borrower's card.

Accreditation, Approval, Licensure, Or Certification

Professional Accreditation

As an advanced, non-certifying program, the M. Ed. in Special Education at Clemson University is subject to specialized or professional accreditation by the Commission on Higher Education. The proposed change will not have an impact upon the preparation and submission of the accreditation documents.

Licensure or Certification

The M.Ed. program does not lead to initial certification or licensure. It is designed for teachers who already possess certification.

Description of How the Proposed Program Addresses Core Propositions of the National Board for Professional Teaching Standards

The Master's of Education degree in Special Education addresses the core propositions set forth by the National Board for Professional Teaching Standards (NBPTS). Below is a figure that describes the core propositions and the matching elements in the Master's program in Special Education.

NBPTS Core Proposition	Elements in Clemson University Master's Degree in Special Education
1. Teachers are Committed to Students and Learning	Within the curriculum and advanced methods courses, an emphasis is placed on meeting the needs of all students in regard to both the materials used and the strategies used to teach them.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students	Most courses in the program focus on how to teach specific content areas. These courses are approved by the education faculty. Students are assessed both within courses and on the comprehensive examination at the conclusion of the program.
3. Teachers are Responsible for Managing and Monitoring Student Learning	The importance of monitoring and managing student performance and learning is addressed, especially in methods courses.
4. Teachers Think Systematically about Their Practice and Learn from Experience	Students are required to keep reflective journals at various times within the program. Also, by focusing on in-service cohorts, a systematic approach to monitoring, reflecting upon, and improving practice will become a stronger thread.

5. Teachers are Members of Learning Communities	This modification encourages cohorts that in turn will strengthen the development of learning communities. The effective use of technology also helps develop collaborative communities of professionals.
---	---

Articulation

This program has been developed for practicing teachers in Special Education. Consequently, a natural path exists from undergraduate education programs to this program. In the past, some M.Ed. students have enrolled full-time. However, with this program modification, the target audience will be in-service, certified teachers who can reflect upon their practice as they develop their pedagogy.

Estimated New Costs

These are expressed in the following table.

ESTIMATED NEW COSTS BY

YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty Salaries	\$36,000	\$37,080	\$38,192	\$39,338	\$40,518	\$191,128
Graduate Assistants						
Clerical/Support Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	\$5,310
Library Resources						
Equipment						
Facilities						
Other (Travel/Training Needs)	\$1,000	\$1,030	\$1,061	\$1,093	\$1,126	\$5,309
TOTALS	\$38,000	\$39,140	\$40,314	\$41,524	\$42,770	\$201,747

SOURCES OF FINANCING BY

YEAR						
Estimated FTE Revenue Generated from the State	\$193,600	\$193,600	\$193,600	\$193,600	\$193,600	\$968,000
Tuition Funding (New Students Only)	\$84,480	\$84,480	\$84,480	\$84,480	\$84,480	\$422,400
Other State Funding (Legislative Approp.)						
Reallocation of Existing Funds						
Federal Funding						
Other Funding (Endowment, Auxiliary, etc.)						
TOTALS	\$278,080	\$278,080	\$278,080	\$278,080	\$278,080	\$1,390,400

Faculty salaries are based on an estimate of \$72,000 per year, and the program requiring 0.5 FTE's. A 3% yearly increase is also included. Tuition revenue is based on 16 new students times

4 courses per year times 3 credits per course times \$440 per credit = \$84,480. The Clemson University Budget Office calculated MRR for graduate students is \$12,100/FTE. Sixteen new students are anticipated.

Institutional Approval

There are no changes to the curriculum in this proposal, and the program has been previously approved by the department, college, and university curriculum committees. The faculty of Teacher Education, the Teacher Education Faculty Chair, the Dean of the College of Health, Education, and Human Development, the Provost, and the President of the University approved this program modification in 2008. The Board of Trustees approved the modification of this degree on February 12, 2009.