

**COASTAL CAROLINA UNIVERSITY
Conway, South Carolina**

**Proposal to
South Carolina Commission on Higher Education**

**For a Program Modification to the
Master of Education in Learning and Teaching Degree**

**To add a new concentration in
Special Education High Incidence Disabilities PreK- Grade 12 [Emotional,
Intellectual, and Learning (ED, ID, & LD)]**

May 15, 2013

**Program contact:
Dr. Lisa Vernon-Dotson
Spadoni College of Education
Director of Curriculum and Personnel
843-234-3480
lvernond@coastal.edu**

Signature will be provided on original

**David A. DeCenzo
President**

CLASSIFICATION

Program title: Master of Education (M.Ed.) in Learning and Teaching
Concentration: Special Education High Incidence Disabilities PreK- Grade 12 [Emotional, Intellectual, and Learning (ED, ID, & LD)]
Academic unit: Spadoni College of Education - Department of Early, Elementary, Physical, and Special Education
Designation of degree: Master of Education
Date of implementation: Fall 2013
CIP code of program: 13.0101
Site: Main Campus of Coastal Carolina University, Conway, SC
Qualifies for Palmetto Fellows and LIFE Scholarship awards: No
Delivery mode: Blend of Traditional, Hybrid, and Online
Area of certification: No direct certification; candidates may qualify and apply on their own for Add-on Certification in the areas of Exceptional Children – Emotional Disabilities, Learning Disabilities, or Mental Disabilities if they meet all South Carolina Department of Education requirements in addition to the concentration.

INSTITUTIONAL APPROVAL

List of titles of all internal institutional bodies of which approval was required and the dates of each institutional approval of the program modification.

Internal Institutional Body	Date of Required Approval
Department of Early, Elementary, Physical, and Special Education	02/12/2013
Graduate Curriculum Committee, College of Education	02/13/2013
Dean, College of Education	02/13/2013
Graduate Council	02/15/2013
Faculty Senate	03/06/2013
Provost	03/27/2013
President	03/27/2013

PURPOSE

Description of the proposed modification:

The proposed modification is the addition of a 15-18 credit hour concentration in Special Education High Incidence Disabilities PreK - Grade 12 [Emotional, Intellectual, and Learning (ED, ID, LD)] to the options within the institution’s existing Master of Education (M.Ed.) degree in Learning and Teaching. Concentrations currently included in the degree program are 1) Instructional Technology, 2) Literacy, and 3) Learning and Teaching in the Early and Elementary Grades.

Statement of the purpose of the modified program:

The purpose for adding Special Education as a concentration within the M.Ed. in Learning and Teaching degree is to expand the degree to include another constituency of certified teachers who are interested in pursuing a graduate degree related to special education. It also complements our approved undergraduate degree program in Learning Disabilities by offering our CCU graduates the opportunity for add-on certification in either Emotional Disabilities or Mental (Intellectual) Disabilities while earning a graduate degree. Furthermore, it responds to the needs of area school districts and addresses the critical shortage of special education teachers in South Carolina and nationwide.

Discussion of the objectives of the modified program:

The objectives of the M.Ed. program are to advance educators' abilities to:

1. Design and implement effective lessons based on knowledge of students, curricula, and best pedagogical practices.
2. Integrate technology to improve teaching, learning, and professional productivity.
3. Adapt learning environments, instructional strategies, and assessment techniques to meet the needs of culturally and developmentally diverse students.
4. Demonstrate leadership behaviors and dispositions in professional contexts.
5. Engage in reflective practice to improve teaching and learning.

In addition to the overall M.Ed. program objectives, the Special Education concentration enhances teachers' abilities to:

- a. Apply knowledge of special education principles, theories, laws, policies, and ethical practice in the comprehensive delivery of services to individuals with exceptional learning needs associated with emotional, intellectual, or learning disabilities.
- b. Design learning environments and provide evidence-based instructional strategies to individualize instruction for positive learning results in general and special curricula.
- c. Select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with high incidence disabilities.

JUSTIFICATION

Discussion of the need and rationale for the proposed modification:

The need and rationale for adding Special Education as a choice within the M.Ed. in Learning and Teaching degree are to enable the university to better serve and meet the needs of area educators seeking advanced study for professional development in the field of special education. The proposed concentration in Special Education High Incidence Disabilities PreK-Grade 12 addresses the critical shortage of special education teachers in South Carolina and nationwide by providing the potential for increased add-on certification opportunities to our graduates and other certified teachers through "specialized preparation" courses that have been approved by the South Carolina Department of Education (SCDE) for add-on certification in Emotional Disabilities (ED), Mental (Intellectual) Disabilities (MD) or Learning Disabilities (LD).

An electronic survey needs assessment (November 2012) sent to teachers in Horry, Georgetown, and Florence school districts demonstrated strong interest in a Special Education High Incidence Disabilities concentration. Of 442 responses indicating one of four possible concentration areas in which they would enroll, 125 (28%) selected Special Education.

Results of another needs assessment (2011) that targeted the addition of a 15 credit hour special education concentration as part of the current M.Ed. in Learning and Teaching completed by 722 teachers in Horry and Georgetown County Schools support the addition of this concentration. The data indicate strong interest from area educators in enrolling in the degree and concentration (183 definitely interested and 268 possibly interested for a total of more than 450 potential enrollees).

The respondents were most interested in the following certification areas (Listed by preference):

	Category	# of respondents
1.	Learning Disabilities (Pre-kindergarten – Grade 12)	293
2.	Multi-categorical (Pre-kindergarten – Grade 12)	275
3.	Emotional Disabilities (Pre-kindergarten – Grade 12)	153
4.	Intellectual Disabilities (Pre-kindergarten – Grade 12)	130

Overwhelmingly, Learning Disabilities and the Multi-categorical areas of special education are the most desired areas of specialization with over **560** respondents indicating their preference in these areas. Through the selection of options within the concentration, candidates will have the opportunity to move closer to Multi-categorical certification.

Statewide, Special Education continues to be a critical needs subject and certification area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA) during the 2011-12 academic year, close to 25% of vacant teacher positions in South Carolina public school districts at the beginning of the year were in Special Education across all school levels.

Discussion of the centrality of the modified program to the Commission-approved mission of the institution:

The centrality of the program modification to the mission of Coastal Carolina University (CCU) reflects CCU's commitment to "building... several "selective master's programs of ... regional significance in ...education.." Through the proposed concentration in high incidence disabilities PreK-Grade 12 within the M.Ed. in Learning and Teaching program, CCU "seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, ... citizens ..." resulting in "alumni who are well prepared for professional careers ...in their chosen fields and who continue to be connected to Coastal Carolina." Based on the results of the aforementioned needs assessments and the fact that more than one-half of the teachers employed in Horry County Schools are graduates of CCU with approximately 90% of candidates enrolled in Master's of Education degrees at CCU being employed by Horry and Georgetown county school districts, the proposed concentration contributes to CCU's mission that "embraces its leadership role" in the region as a center of "intellectual resources" and "lifelong learning." Furthermore, faculty in the special education program embrace the "teacher-scholar model ..." with an "emphasis on high quality teaching and engaged learning" including "expert collaboration in the community..." that "enables faculty ... to mentor students in ... internships." The required culminating practicum in the concentration provides mentoring

for candidates that will be supervised by classroom and university faculty who have expertise and public school teaching experience in special education. Approval of the proposed concentration is expected to further the mission of Coastal Carolina University.

ENROLLMENT

Discussion of the impact of the proposed modification on student enrollment:

The addition of the special education concentration is expected to increase student enrollment in that it provides an opportunity previously unavailable to local educators to expand their knowledge and skills in Special Education through the M.Ed. in Learning and Teaching degree program. The number of certified teachers enrolling in the program is expected to increase by approximately 10 students per academic year. The admissions criteria will remain the same as in the current M.Ed. in Learning and Teaching program, as follows:

Admission Requirements

Applicants for M. Ed. program admission must meet the following requirements:

- a. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
- b. At least two letters of recommendation, one of which should be from a supervisor in an educational setting.
- c. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall), OR report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
- d. Evidence of teacher certification.

Estimated New Enrollment table showing the estimated new student enrollment by headcount and credit hours generated:

Table H – Estimated New Enrollment

Table H ESTIMATED NEW ENROLLMENT Projected Total Headcount						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount	Credit Hours	Total Headcount	Credit Hours	Total Headcount	Credit Hours
2013-2014	10	60	9	54	7	43
2014-2015	17	104	16	94	13	75
2015-2016	17	99	15	89	12	72
2016-2017	16	98	15	88	12	70
2017-2018	16	97	15	87	12	70

Note 1: Based on enrollment of 10 new students each fall.

Note 2: Credit hours based on 6 hours per semester.

Note 3: First year total headcount based on 90% returning fall to spring and 82% returning spring to fall

Note 4: Years 2-5 headcount based on 40% graduation rate of returning students after Spring semester, 90% of students returning fall to spring and 82% of students returning spring to fall

CURRICULUM

Discussion of curricular changes required for the proposed modification:

The curricular change is the addition of a 15-18 credit hour concentration in Special Education High Incidence Disabilities PreK - Grade 12 [Emotional, Intellectual, and Learning (ED, ID,& LD)]to the current concentrations within the institution’s Master of Education (M.Ed.) degree in Learning and Teaching. The current M.Ed. in Learning and Teaching core remains intact as there are no changes to the “Core Courses” of 15 credit hours. The graduate courses and the proposed concentration listed below have been fully approved through the university curriculum approval process.

Master of Education (M.Ed.) in Learning and Teaching – Concentration in Special Education High Incidence Disabilities PreK-Grade 12

Required Graduate Degree Credit Hours (30-33 Graduate Credit Hours)

<i>I. Core Courses (15 credit hours)</i>	<i>Credits</i>
EDIT 604: Teaching with Technology	3
EDUC 607: Research for Today’s Schools	3
EDUC 628: Assessment of Performance to Inform Instruction	3
EDUC 630: Advanced Study of Curriculum and Instruction	3

EDUC 685: Strategies for Serving Diverse Learners 3

II. Concentration Area Studies (15-18 credit hours)

Special Education High Incidence Disabilities PreK-Grade 12 (15-18 credit hours)*

	<i>Credits</i>
EDSP 640 Behavior Management	3
EDSP 641 Comprehensive Assessment for Exceptional Learners	3
EDSP 692 Foundations and Services for Exceptional Learners	3
EDSP 698 Practicum in Special Education – High Incidence Disabilities (Emotional, Intellectual, & Learning) (Culminating Experience)	3
*EDSP 692 may be waived for candidates who have taken Introduction to Special Education or its equivalent at the undergraduate or graduate level.	
Choose One: Option A or B or C	
Option A Emotional Disabilities	
EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities	3
EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders	3
Option B Intellectual Disabilities	
EDSP 680 Characteristics of Individuals with Intellectual Disabilities	3
EDSP 681 Methods for Teaching Students with Intellectual Disabilities	3
Option C Learning Disabilities	
EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs	3
EDSP 691 Instructional Procedures for Students with Learning Disabilities	3

List of all new courses and descriptions:

Since Fall 2012, two new courses have been approved (EDSP 680 and EDSP 681) for inclusion in the 2013-14 academic catalog. Descriptions for each course in the proposed concentration are listed below. Most courses have been offered infrequently for add-on certification purposes; however, they have not been offered as part of a graduate degree program.

Special Education Concentration Courses

EDSP 640 Behavior Management (3) (Prereq: Graduate Status) This course provides a critical analysis of behavior management theories, evidenced-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology and intervention strategies for prevention and management of inappropriate behaviors exhibited by students with disabilities. Research of legal and ethical practices is included.

EDSP 641 Comprehensive Assessment for Exceptional Learners (3) (Prereq: Graduate Admission and completion of EDSP 692 or equivalent) Covers the use and interpretation of formal and informal diagnostics tests and procedures calculated to determine instructional levels and procedures for exceptional learners. Content includes statistical and psychometric concepts in assessment including norm-referenced, criterion-referenced, and curriculum-based measurement, and informal testing. Emphasis is on interpretation for instruction, eligibility determination, placement decisions, and report writing.

EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3) (Prereq: EDSP 692. EDLD 370 or instructor permission) This course covers theories and specific conditions in the area of emotional and behavioral disabilities. Participants will study the impact of learning and behavioral differences on academic and social/emotional

performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes.

EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3) (Prereq: Graduate admission, EDSP 380 or EDSP 692, or EDLD 370 or equivalent, or instructor permission) Provides knowledge of instructional programming to improve outcomes for students with emotional/behavioral disabilities across all grade levels by focusing on evidence-based strategies/methods, issues and supports needed for success in general and special education environments, and the affective, social, and academic needs of students.

****EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)**(Prereq: EDSP 692, EDLD 370, or instructor permission) This course is an in-depth study of the unique learning and behavioral characteristics of individuals with intellectual disabilities, ranging in age from preschool to adult, with a focus on mild to moderate disabilities. Topics include historical development of the field of intellectual disabilities (mental retardation); theoretical models; etiological factors; cognitive, social, emotional, behavioral, and physical/health characteristics; models of assessment and intervention, including technological advances; transition programs and services; community programs and provisions; issues and trends, including legislation and litigation; and the impact of intellectual disabilities on academic and social/emotional performance.

****EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)** (Prereq: EDSP 680 or equivalent, or instructor permission) Course provides educators with interventions to address the comprehensive needs of students with intellectual disabilities in various settings. Emphasizes the application of evidence-based practices for teaching students with intellectual disabilities in the general and functional curriculum. Includes analysis and application of programs and services, legislation, research, inclusive education, transition services, and instructional supports for persons with intellectual disabilities. Field based assignments are required.

EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3) (Prereq: EDSP 692, EDLD 370, or instructor permission) This course provides a critical analysis of foundation knowledge of Specific Learning Disabilities, including the history, theoretical base, legal aspects, terminology, etiology, definitions, medical aspects, and approaches to identification and intervention. Professional literature reviews and experiences in schools required.

EDSP 691 Instructional Procedures for Students with Learning Disabilities (3) (Prereq: EDSP 692, EDLD 370, or permission) Provides knowledge of instructional procedures to improve outcomes for individuals with learning disabilities. Applies research on teacher effectiveness, instructional approaches, and current issues and needs in instructional programming for students with LD. Content includes curriculum design; instructional strategies for basic academic skills in reading, language arts, and mathematics; study skills and adaptations for science and social studies; motivation; and peer-mediated instruction. Experiences in schools and applied research projects required.

EDSP 692 Foundations and Services for Exceptional Learners (3) Presentation of an overview of exceptionalities of children and youth, as well as curricular and instructional modifications or accommodations that may be needed to meet their needs in the general

education classroom. Philosophical and historical foundations of special education, current trends and issues in service delivery, federal and state law, court cases and regulations for special education programs are addressed.

EDSP 698 Practicum in Special Education-High Incidence Disabilities (Emotional, Intellectual, & Learning) (3) (Prereq: Graduate admission, instructor approval) Supervised, structured, field-based practicum experience in schools with high incidence disabilities (emotional, intellectual, and learning) for a minimum of 150 hours. Participants apply legal, ethical, and evidence-based practices in assessment, collaboration, instructional planning, teaching and learning, eligibility determination, and behavior management. On-campus seminars required.

**New courses approved during 2012-13 Academic Year to be added to the 2013-14 academic catalog

FACULTY

Discussion of faculty to support the proposed modification:

Current faculty teaching the core courses (15 credit hours) of the M.Ed. in Learning and Teaching program is sufficient to support the addition of approximately 10 new students each year in the proposed concentration. The special education program will utilize existing faculty resources that include tenure-track and teaching associates as well as a new tenure-track faculty hire expected in August 2013. The focus for recent faculty hires has been on high incidence disabilities/multi-categorical credentials, with current faculty already providing a range of support for existing graduate courses offered to the South Carolina Department of Education supported PACE and Project CREATE teachers in those certification programs. With the current faculty and anticipated new hire in August 2013, there is no immediate need for new faculty to support this proposed modification.

PHYSICAL PLANT

Explanation of the proposed modification's effect on the physical plant's ability to support the program:

Courses in the proposed concentration will be taught online and/or in existing classrooms with practicum placements available in surrounding school districts with which we have "memoranda of understanding" (MOU) for clinical placements.

Discussion of additional physical plant requirements resulting from the modification:

There are no additional physical plant requirements needed to support the proposed program modification.

EQUIPMENT

No additional equipment will be necessary to support the program modification that would not already be sought for normal research and instructional practice.

LIBRARY RESOURCES

Effect of the proposed modification on the library's ability to support the program:

The Kimbel Library at Coastal Carolina University is an academic library with holdings of over 240,000 items in all formats. The library currently subscribes to over 80,000 magazines, newspapers, scholarly journals and proceedings in print and online formats. The library provides access to its holdings and to over 100 online citation, abstracting, full-text and reference resources via the Internet at www.coastal.edu/library. Library instruction sessions are available to all academic departments. These instructional sessions cover general library usage as well as project or course-specific sessions for upper-level research oriented courses.

Kimbel Library has supported the undergraduate program in Special Education since its inception, and the analysis of the education collection in 2011 resulted in an updated collection and an increase in core titles (and percentage of core titles) owned. A query of the Library's catalog was conducted to search available titles that support the Special Education concentration for the M.Ed. in Learning and Teaching. Eighteen subject areas relevant to the concentration were identified in education psychology, social and public welfare, U.S. law, internal medicine and pediatrics. The subjects and corresponding Library of Congress call number ranges are listed in Table 1, with current library holdings and core titles published after 2000 held in each subject area.

Kimbel Library's monograph holdings were compared with the recommended list of core titles in the same LC class ranges in *Resources for College Libraries (RCL)*. This quantitative comparison was made by using the [Bowker's Book Analysis System](#), a collection management tool that compares individual library holdings against a core list of titles recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured.

Highlighted areas in Table 1, Current Title Count and Percentage of Core Holdings, indicate gaps in the collection in support of the proposed concentration. Learning Disabilities Research (RJ 394) lacks coverage, and Developmental Psychology, Behavior Modification (Education), and Learning Disabilities Etiology make up less than 1% of holdings.

TABLE 1. CURRENT TITLE COUNT AND PERCENTANT OF CORE HOLDINGS						
LIBRARY OF CONGRESS SUBJECT HEADING	CALL NUMBER RANGE	KL TITLE COUNT	KL CORE OWNED	CORE NOT OWNED	% OF CORE OWNED	COST OF CORE NOT OWNED
Behavior Modification (Psychology)	BF 637.B4	24	0	3	0%	\$245.00
Developmental Psychology	BF 712-724.85	2	0	113	0%	\$11,102.00
Children with Mental Disabilities	HV 891-901	14	0	0	NA	\$ -
People with Disabilities	HV 3004-3008	24	0	0	NA	\$ -
Special Education--Law and Legislation	KF 4209-4210	15	2	0	100%	\$ -
Behavior Modification (Education)	LB 1060.2	3	0	0	NA	\$ -
Special Education	LC 3950-3990.4	42	4	9	40%	\$467.00
Children with Disabilities--Education	LC 4001-4700.4	117	5	14	33%	\$1,074.00
Learning Disabled Teenagers, Children	LC 4704-4706	39	8	9	47%	\$1,064.95
Dyslexic Children	LC 4708-4710	6	1	0	100%	\$ -
Hyperactive Children--Education	LC 4711-4713	8	0	0	NA	\$ -
Autistic Children--Education	LC 4717-4719	9	3	4	43%	\$237.85
Problem Children	LC 4801-4803	13	1	1	50%	\$210.00
Learning Disabled	LC 4818-4818.53	3	0	1	NA	\$25.00
Developmental Disabilities	RC 569.7-571	10	0	2	0%	\$225.95
Learning Disabilities Research	RJ 394	0	0	0	NA	\$ -
Learning Disabilities Etiology	RJ 486.5	5	0	0	NA	\$ -
Mental Disorders (to incl. Behavior Disorders in Children, Adolescents)	RJ 499-507	202	4	23	18%	\$1,924.00
TOTAL		536	28	179	19%	\$16,575.75

The library owns 536 items to support the M.Ed. concentration in Special Education. Of these items, 28 (19%) are considered core titles; the library lacks 179 core titles. Of these 179 titles, 66% are recent (post-2000) titles; 175 are appropriate for upper level undergraduates and 153 are written on a faculty level (there is no graduate level designation). Although publication date may not have any bearing on title usability, collection currency is a valid measure of the quality of a collection and is imperative for professional programs. Since most of the core titles not owned by the library in special education subjects are appropriate for graduate level study, all are considered in the estimate of acquisitions needed.

Quantitative estimate of acquisitions needed annually for five years:

Based on the report/analysis of library resources (both quantitative and qualitative) and an estimate of needed acquisitions to support the proposed Special Education concentration to be added as a choice within the M.Ed. in Learning and Teaching degree, additional library expenditures of \$16,575 are requested, to be budgeted for \$3,315 per year for the next five years.

Description of how PASCAL impacts the proposed modified program:

Coastal Carolina University fully supports and participates in PASCAL (Partnership Among South Carolina Academic Libraries), our state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL. This consortium is particularly valuable to the M.Ed. program as students have access to relatively expensive and specialized monographs in Special Education.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

Discussion of the proposed modification's impact on program accreditation:

The Professional Education Unit at Coastal Carolina University (CCU), including the current M.Ed. in Learning and Teaching program, is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and recognized by the South Carolina Department of Education (SCDE). All NCATE and state standards were met as a result of the Fall 2011 onsite visit by NCATE and SCDE. The next NCATE visit is scheduled for Fall 2018. In 2012 the university's accreditation by the Southern Association of Colleges and Schools (SACS) was reaffirmed. The Special Education High Incidence Disabilities PreK-Grade 12 proposed concentration within the M.Ed. in Learning and Teaching will meet the accreditation requirements, including performance assessments, required by NCATE/SCDE.

The proposed modification does not result in the program being subject to specialized professional association accreditation. There are no advanced Specialized Professional Association Standards through the Council for Exceptional Children that apply to this program. The undergraduate program in Learning Disabilities is nationally recognized by the Council for Exceptional Children (CEC), and all courses in the proposed graduate concentration are aligned with the CEC content standards for teacher preparation. The proposed Special Education High Incidence Disabilities PreK-Grade 12 concentration in the M.Ed. in Learning and Teaching is not subject to review by CEC.

Graduates of the program are not made subject by the proposed modification to licensure or certification. Graduates of the Special Education High Incidence Disabilities PreK-Grade 12 concentration in the M.Ed. in Learning and Teaching degree program may choose on their own to seek add-on certification in Exceptional Children: Emotional Disabilities(ED), Mental (Intellectual) Disabilities (MD), or Learning Disabilities(LD) through the South Carolina Department of Education (SCDE) without being subject to doing so as part of the program. Those who seek add-on certification must demonstrate to the SCDE they have completed one of the options in the concentration as well as an appropriate course in teaching reading, and they have met the following requirements:

1. Bachelor's degree;
2. Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level; and
3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education.

This program modification does not lead to initial teacher certification or to licensure or certification of other school professionals.

Description of how the proposed program modification addresses the core propositions of the National Board for Professional Teaching Standards:

The M.Ed. in Learning and Teaching degree program approved by CHE in 2009 and reaffirmed by NCATE/SCDE in 2011 includes a "standards alignment" showing specific courses, program assessments, the unit's conceptual framework, and related syllabi aligned to the core propositions of the National Board for Professional Teaching Standards (NBPTS) (please see the standards alignment matrix at the end of this section). In addition to addressing the NBPTS in accordance with the standards alignment, the proposed Special Education High Incidence

Disabilities PreK- Grade 12 concentration addresses the NBPTS as depicted in the following chart which includes the list of concentration courses aligned with specific NBPTS core propositions as follows:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Special Education Concentration Courses	National Board for Professional Teaching Standards (NBPTS) Core Propositions Addressed
EDSP 640 Behavior Management	1, 2, 3, 4, 5
EDSP 641 Comprehensive Assessment for Exceptional Learners	1, 2, 3, 4, 5
EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities	1, 2, 4, 5
EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders	1, 2, 3, 4, 5
EDSP 680 Characteristics of Individuals with Intellectual Disabilities	1, 2, 3, 4, 5
EDSP 681 Methods for Teaching Students with Intellectual Disabilities	1, 2, 3, 4, 5
EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs	1, 2, 4
EDSP 691 Instructional Procedures for Students with Learning Disabilities	1, 2, 3, 4, 5
EDSP 692* Foundations and Services for Exceptional Learners	1, 2, 4, 5
EDSP 698 Practicum in Special Education – High Incidence Disabilities (Emotional, Intellectual, & Learning) (Culminating Experience)	1, 2, 3, 4, 5

Standards Alignment Matrix– M.Ed. in Learning and Teaching Degree Program: NBPTS Core Propositions are represented throughout the M.Ed. in Learning and Teaching as depicted in the matrix below. An example of an assignment in a course that addresses NBPTS Core Propositions follows.

Standards Alignment - M.Ed. in Learning and Teaching Degree Program

Program and Unit Goals	Conceptual Framework	SCCHE Essential Tools	NBPTS Core Propositions	ISTE Standards	Required Course(s)	Program Assessments
1. Demonstrate knowledge of the content that they plan to teach as well as the professional, state, and institutional (conceptual framework) standards related to content knowledge.	1. Ability to apply content and pedagogical knowledge to the teaching and learning process.	5. Skills in identifying and using professional resources.	2. Teachers know the subjects they teach and how to teach those subjects to students.		EDUC 630 Advanced Study of Curriculum and Instruction; Culminating Experience Courses; Concentration Courses	1. Curriculum and Instructional Design Project; 2. Culminating Program Portfolio; 6. Teaching with Technology Project
2. Demonstrate a broad knowledge of instructional strategies in their content area, and be able to use that knowledge to facilitate student learning.	1. Ability to apply content and pedagogical knowledge to the teaching and learning process.	1. Cultural competence; 3. Communication skills; 4. Mastery of relevant theory and research; 5. Skills in identifying and using professional resources; 6. Inquiry skills and knowledge of research methods; 7. Skills in collaborating, teaching, and/or mentoring.	2. Teachers know the subjects they teach and how to teach those subjects to students.	1. Facilitate and inspire student learning and creativity.	EDUC 630 Advanced Study of Curriculum and Instruction; EDUC 685 Strategies for Serving Diverse Learners; Culminating Experience Courses; Concentration Courses	1. Curriculum and Instructional Design Project; 2. Culminating Program Portfolio; 3. Multicultural Curriculum and Instruction Project; 6. Teaching with Technology Project; 7. Research Project

Program and Unit Goals	Conceptual Framework	SCCHE Essential Tools	NBPTS Core Propositions	ISTE Standards	Required Course(s)	Program Assessments
3. Provide a student-centered learning environment by applying professional and pedagogical knowledge and skills as delineated in professional, state, and institutional (conceptual framework) standards and by engaging in ongoing reflective practice to improve teaching and learning.	2. Ability to use technology to improve teaching and learning; 3. Ability to work with diverse populations; 5. Ability to engage in reflective practice to inform teaching and learning.	1. Cultural competence; 4. Mastery of relevant theory and research; 5. Skills in identifying and using professional resources; 6. Inquiry skills and knowledge of research methods; 7. Skills in collaborating, teaching, and/or mentoring.	2. Teachers know the subjects they teach and how to teach those subjects to students.	1. Facilitate and inspire student learning and creativity.	EDUC 630 Advanced Study of Curriculum and Instruction; EDUC 685 Strategies for Serving Diverse Learners; EDIT 604 Teaching with Technology; Culminating Experience Courses	1. Curriculum and Instructional Design Project; 2. Culminating Program Portfolio; 3. Multicultural Curriculum and Instruction Project; 6. Teaching with Technology Project; 7. Research Project
4. Assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress to make learning meaningful for all students.	1. Ability to apply content and pedagogical knowledge to the teaching and learning process; 5. Ability to engage in reflective practice to inform teaching and learning.	2. Knowledge and application of ethical principles; 4. Mastery of relevant theory and research; 6. Inquiry skills and knowledge of research methods.	3. Teachers are responsible for managing and monitoring student learning; 4. Teachers think systematically about their practice and learn from experience.		EDUC 628 Assessment of Performance to Inform Instruction; Culminating Experience Courses	4. Analysis and Reflection Through Field-Based Clinical Experiences; 5. Managing and Monitoring Student Learning Project; 2. Culminating Program Portfolio

Program and Unit Goals	Conceptual Framework	SCCHE Essential Tools	NBPTS Core Propositions	ISTE Standards	Required Course(s)	Program Assessments
5. Demonstrate appropriate professional behaviors including a commitment to fairness and the expectation that all students can learn.	4. Ability to demonstrate professional behavior and dispositions.	2. Knowledge and application of ethical principles; 4. Mastery of relevant theory and research; 7. Skills in collaborating, teaching, and/or mentoring; 8. Advocacy skills; 9. Leadership skills.	1. Teachers are committed to students and learning; 5. Teachers are members of learning communities.	1. Facilitate and inspire student learning and creativity.	EDUC 628 Assessment of Performance to Inform Instruction; EDUC 685 Strategies for Serving Diverse Learners; Culminating Experience Courses;	2. Culminating Program Portfolio; 3. Multicultural Curriculum and Instruction Project; 5. Managing and Monitoring Student Learning Project; 6. Teaching with Technology Project
6. Plan, design, and implement developmentally appropriate activities and experiences to meet the needs of all students, including students from culturally diverse backgrounds, students with exceptionalities, and English language learners.	1. Ability to apply content and pedagogical knowledge to the teaching and learning process; 2. Ability to use technology to improve teaching and learning; 3. Ability to work with diverse populations; 5. Ability to engage in reflective practice to inform teaching and learning.	1. Cultural competence; 3. Communication skills; 4. Mastery of relevant theory and research; 5. Skills in identifying and using professional resources; 6. Inquiry skills and knowledge of research methods; 7. Skills in collaborating, teaching, and/or mentoring.	2. Teachers know the subjects they teach and how to teach those subjects to students.	1. Facilitate and inspire student learning and creativity.	EDUC 630 Advanced Study of Curriculum and Instruction; EDUC 685 Strategies for Serving Diverse Learners; Culminating Experience Courses;	1. Curriculum and Instructional Design Project; 2. Culminating Program Portfolio; 3. Multicultural Curriculum and Instruction Project; 5. Managing and Monitoring Student Learning Project

Program and Unit Goals	Conceptual Framework	SCCHE Essential Tools	NBPTS Core Propositions	ISTE Standards	Required Course(s)	Program Assessments
7. Demonstrate knowledge of technology and use technology to support effective teaching, enhance student learning, and monitor student progress.	2. Ability to use technology to improve teaching and learning.	5. Skills in identifying and using professional resources.		1. Facilitate and inspire student learning and creativity; 2. Design and develop digital-age learning experiences and assessments; 3. Model digital-age work and learning; 4. Promote and model digital citizenship and responsibility; 5. Engage in professional growth and development.	EDIT 604 Teaching with Technology; Culminating Experience Courses;	2. Culminating Program Portfolio; 6. Teaching with Technology Project

An example to illustrate how the NBPTS core propositions are addressed in specific courses is found in EDSP 691, Instructional Procedures for Students with Learning Disabilities as follows. A course requirement in EDSP 691 includes a “strategy intervention project” that relates to NBPTS core propositions 1, 2, and 4 (i.e., teachers are committed to students and their learning, they know the subjects they teach and how to teach those subjects to students, and they think systematically about their practice and learn from experience).

Complete a **Strategy Intervention Project** that has two (2) parts. The first part is the written component and the second part is the presentation component. Select a **research based practice article from a refereed professional journal** (e.g., *Learning Disabilities Research and Practice*, *Learning Disability Quarterly*, *Journal of Learning Disabilities*). Bring in the article, or email the complete article citation and a brief description for approval by the instructor no later than the fifth class meeting. The focus of the article must include support for a research-based strategy for teaching reading, language arts, math, science, social studies, or social skills for individuals with learning disabilities; **or** the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with learning disabilities.

Part I: Written Component. Prepare a written summary of the research article, including the complete citation, with a special emphasis on the participants, intervention strategy/procedure, materials, and findings. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study and the results. Paper should be 3-5 pages in length.

Part II: Presentation. Demonstrate the research based strategy/procedure succinctly in a 15-20 minute presentation so that class members could implement something similar in their classrooms. Prepare an electronic depiction or poster of key aspects of the strategy/procedure; explain and demonstrate clearly the procedures for implementation of the strategy. Prepare a one-page summary for class participants. Turn in one copy of your presentation materials (slides, handouts, summaries, etc.). Evaluation will be based on content, organization, use of visual and other media, and presentation style.

Only the scoring criteria for an “exemplary” paper and presentation are included here for illustrative purposes (total of 20 points possible for this assignment).

Scoring Criteria for written component of Strategy Intervention Project:

Exemplary paper (9-10 points): Appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in the study (participants, setting, materials, procedures, and results); appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Scoring Criteria for Presentation:

Exemplary response: (10 points): Keeps within the time limits; demonstrates knowledge of researched strategy and is able to effectively convey information to audience; reflects poise, clarity, knowledge, and enthusiasm; effective use of handouts, media, prepared materials; keeps the audience engaged.

ESTIMATED COSTS AND SOURCES OF FINANCING

Discussion of the proposed modification's costs to the institution:

Table I presents the estimated associated staffing and operations costs of \$568,123 for the proposed program modification for the first five years.

Estimated Costs and Sources of Financing by Year table:

Table I shows estimated annual costs and new funding sources required for the proposed program modification for the first five years. The estimated annual cost ranges from \$90,204 the first year to \$122,551 in the fifth year.

Statement about the assumptions for Table I, including the estimated number of students, both in-state and out-of-state:

The estimated number of students enrolled in the proposed program, both in-state and out-of-state, is 10 new students each fall with 90% returning fall to spring and 82% returning spring to fall. Other assumptions for Table I estimated costs note the following:

- Program administration is based on .10 of Director's salary plus 28% fringe for year one; Years 2-5 are based on a 2% increase.
- Fringe Benefits included with faculty salaries at 28%; Years 2-5 are based on a 2% increase
- Clerical/Support salary includes 28% fringe for year; Years 2-5 are based on a 2% increase.

Statement of any unique cost or other special state appropriations required or requested:

No "unique cost" or other special state appropriations will be required or requested.

Information regarding how estimated program costs will be financed:

The estimated program modification costs will be financed primarily through tuition funding of \$650,504 over five years that represents the percent of current enrollment for in-state and out-of-state students. The "other funding" for the program is made up through existing expenses already incurred by the University.

Estimated Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Program Administration	\$8,000	\$8,160	\$8,323	\$8,490	\$8,659	\$41,632
Faculty Salaries	\$71,314	\$96,511	\$98,442	\$100,411	\$102,419	\$469,097
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Clerical/Support Personnel	\$7,075	\$7,217	\$7,361	\$7,508	\$7,658	\$36,819
Supplies and material	\$500	\$500	\$500	\$500	\$500	\$2,500
Library Resources	\$3,315	\$3,315	\$3,315	\$3,315	\$3,315	\$16,575
Equipment	\$0	\$1,500	\$0	\$0	\$0	\$1,500
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$90,204	\$117,203	\$117,941	\$120,223	\$122,551	\$568,123
Sources of Financing by Year						
Tuition Funding (all studen	\$82,288	\$145,319	\$140,783	\$140,422	\$141,692	\$650,504
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds						\$0
Federal Funding						\$0
Other Funding	\$7,916					\$7,916
Totals	\$90,204	\$145,319	\$140,783	\$140,422	\$141,692	\$658,420

PROGRAMS FOR TEACHERS AND OTHER SCHOOL PROFESSIONALS (ONLY)

South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards:

Consultation with personnel from the South Carolina Department of Education (SCDE) noted the following SCDE Requirements (Section III) and SPA approval (Section IV) are not applicable to the program modification proposal:

Proposals for programs that prepare teachers and other school professionals must also include the additional information required by the South Carolina Department of Education (SCDE): SCDE Requirements (section III) and SPA or Other National Specialized and/or Professional Association Standards (section IV). These requirements can be found at <http://www.ed.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Ed-Prep/documents/educatorguidelines.pdf>. The proposal will be forwarded to SCDE upon approval by the Commission.

Since the proposed Special Education High Incidence Disabilities PreK- Grade 12 concentration falls within the existing M.Ed. in Learning and Teaching program approved by CHE, it does not result in a certification recommendation, and there is an approved certification program in our unit where the courses may be used for add-on certification [Special Education: Learning Disabilities nationally recognized by the Council for Exceptional Children (CEC)]. Dr. Don Stowe, Education Associate at the SCDE, Office of Educator Preparation, Support, and Assessment, indicated SCDE Requirements Sections III and IV will not be required with this program modification proposal. He noted we should have the SCDE review the courses we will offer for certification purposes; via email correspondence of January 5, 2013 from Ms. Sharon

Keefe, Chief Certification Analyst, courses in the concentration and add-on certification procedures described below were approved by SCDE for add-on certification purposes.

Dr. Stowe also noted the need for an assessment plan for this program that meets CHE guidelines and data gathering on a consistent basis to be presented for the next CAEP review. Performance assessment data will be collected consistently within the M.Ed. program in accordance with the Standards Alignment matrix (presented above) approved through CHE and recognized by NCATE/SCDE and aligned with appropriate CEC standards.

Add-on certification procedures: Candidates in the Special Education High Incidence Disabilities PreK-Grade 12 concentration in the M.Ed. in Learning and Teaching degree program may choose to seek add-on certification in Exceptional Children: Emotional Disabilities (ED), Mental (Intellectual) Disabilities (MD), or Learning Disabilities (LD) through the South Carolina Department of Education (SCDE). Those who seek add-on certification must demonstrate to the SCDE they have completed one of the options in the concentration, as well as an appropriate course in teaching reading, and they have met the following requirements:

1. Bachelor's degree;
2. Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level; and
3. Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education.

If all of the above requirements have been met, add-on certification in either ED, MD, or LD can reasonably be expected to be achieved by candidates if they follow the process as outlined below:

- a. Upon completion of "specialized preparation" coursework in the option selected, students send their transcripts to the SC Department of Education to determine if they meet requirements for add-on certification (course by course decision by SCDE).
- b. Candidates are expected to meet all add-on requirements in the South Carolina Teacher Education Certification Manual in addition to the required "specialized preparation" coursework offered in the proposed Special Education High Incidence Disabilities PreK-Grade 12 concentration.

The following example depicts the expectations for add-on certification in Emotional Disabilities that was approved by SCDE; expectations for add-on certification in ED along with Learning and Mental (Intellectual) Disabilities were included in the email approval of January 5, 2013 by Sharon Keefe, SCDE Chief Certification Analyst.

EMOTIONAL DISABILITIES (ED)

Although we are seeking approval for the "specialized preparation" aspect only, we are aware that candidates must meet all four (4) of the following for add-on certification in ED:

- (1) Bachelor's degree
 - (2) Initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K-12 level
 - (3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
 - (4) Specialized preparation
- | | <u>Semester Hours</u> |
|--|-----------------------|
| Introduction to Exceptional Learners/Special Education | 3 (EDSP 692) |
| Characteristics of Emotional Disabilities | 3 (EDSP 670) |

Methods/Procedures for Emotional Disabilities	3 (EDSP 671)
Behavior Management	3 (EDSP 640)
Teaching Reading in General and Special Education**	3**
Assessment of Exceptional Learners	3 (EDSP 641)
Practicum in Instruction for Students with Emotional Disabilities*	3 (EDSP 698)

* Practicum may be waived based on two years' experience teaching emotional disabilities

**Reading courses are often included in a candidate's initial certification/approved program; if not, one of the following supporting courses is recommended for individuals seeking add-on certification:

(Choose one)

EDLL 604 Practicum in Literacy Assessment and Evaluation

Emphasis on naturalistic, authentic classroom-based assessment of developmental readers and writers and the interrelationships between assessment and instruction. Supervised assessment practicum and the development of a literacy case study in a clinical experience are required.

EDLL 608 Instructional Strategies and Materials in Literacy

This course requires that students conduct in-depth study of current methods and materials used in literacy instruction. Emphasis is on research-supported instructional strategies that are effective for diverse learners and across various instructional settings.

SPA or Other National Specialized and/or Professional Association Standards:

As noted previously, the Special Education High Incidence Disabilities PreK-Grade 12 concentration in the M.Ed. in Learning and Teaching is not subject to specialized professional association accreditation. There are no advanced Specialized Professional Association Standards (i.e., Council for Exceptional Children) that apply to this program. However, the undergraduate program in Learning Disabilities is nationally recognized by the Council for Exceptional Children (CEC), and all courses in the proposed graduate concentration are aligned with the CEC content standards for teacher preparation. The proposed Special Education High Incidence Disabilities PreK-Grade 12 concentration in the M.Ed. in Learning and Teaching is not subject to review by CEC.