

**PROGRAM MODIFICATION PROPOSAL FORM**

Name of Institution: UNIVERSITY OF SOUTH CAROLINA AIKEN (USC AIKEN)

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Curriculum Change

Current Name of Program (include degree designation and all concentrations, options, and tracks): Multi-Categorical Special Education (K-12); B.A. in Special Education

Proposed Name of Program (include degree designation and all concentrations, options, and tracks): Multi-Categorical Special Education (K-12); B.A. in Special Education

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 131001

Current delivery site(s) and modes: USC AIKEN campus  
USC AIKEN campus students participate in the traditional/face-to-face (F2F) program. USC AIKEN Palmetto College students complete the program specific coursework in an online format. Therefore, we are a traditional/F2F and distance education program.

Proposed delivery site(s) and modes: USC Aiken campus  
This will remain the same as described above. USC AIKEN campus students will participate in the traditional/face-to-face (F2F) program. USC AIKEN Palmetto College students will complete the program specific coursework (73 hours) in an online format. Therefore, we are a traditional/F2F and distance education program.

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval:

<b>Institutional Approvals</b>	<b>Date of Approval</b>
School of Education Faculty	September 12, 2019
Courses & Curriculum Committee	September 13, 2019
University Planning Committee	November 15, 2019
Faculty Assembly	December 5, 2019
USC Aiken Chancellor	January 6, 2020
Board of Trustees	
ACAP	
CAAL	
CHE/SCDE	

## **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

After an analysis of the required national Council for Exceptional Children (CEC) standards, a comparison of other SC universities offering similar programs, an evaluation of program requirements established by the South Carolina Department of Education (matrices available upon request), and Praxis test data (state certification tests), we have determined that we cannot keep up with the changing nature of special education and the changing requirements without including additional academic content to our coursework. Thus, the proposed new courses will address current gaps in our practices, as well as become more aligned to other programs in the state.

The special education faculty developed a curriculum map for our program which is aligned to the CEC standards. After identifying some gaps, the new proposed courses were identified and developed. The major assessments in these new courses will also be used for assessment purposes for the Council for the Accreditation of Educator Preparation (CAEP) & CEC accreditation. In the National Recognition Report (dated fall 2018), the reviewers noted that our Special Education Multi-categorical program has a gap in the “preponderance of the performance data for each of the CEC Preparation Standards...” The program restructuring and new coursework will better meet the needs of our preservice candidates and the national accreditation standards.

The USC AIKEN School of Education currently offers a K-12 multi-categorical special education program. The proposed program modification outlined consists of replacing 32 credit hours of coursework with 30 credit hours of new coursework. Because these changes reflect only 62 credit hours (which is less than 50% of our current program), we are requesting a program modification. The modified program has a total required credit hours of 126, compared to the 128-132 required hours for the old program.

The modified program will provide students the knowledge and skills to teach academic content, as well as assessment, behavioral, and social skills strategies. This includes new courses about planning instruction and teaching students with disabilities in specific content areas (e.g., reading, writing, math) using evidence-based practices.

The focus of the multi-categorical program will be teaching students to use evidence-based practices to teach all students with exceptionalities and different learning needs. These skills and content knowledge are critical for all K-12 educators. With the inclusion movement, more and more special educators are being asked to co-teach in general education classrooms. Our preservice teachers must be able to plan and teach (and adapt) academic content (e.g., reading, writing, and math - grades K-12), as well as manage behavior, assess student strengths and needs, and collaborate with families and other professionals. The new proposed courses will provide our preservice teachers with the knowledge and skills in order to be effective special educators.

Our target audience will continue to include preservice teachers who would like to gain the knowledge and skills to teach K-12 students with special needs/exceptionalities. USC AIKEN has the unique opportunity to reach students from around the state as we have both a F2F program and a program through Palmetto College, which provides the coursework related to the major online. This will increase our potential impact.

USC AIKEN's mission is “grounded in strong a liberal arts curriculum,” hence the large number of required general education coursework proposed for this new program. Moreover, USC AIKEN values “high impact learning practices, undergraduate research, small classes, and individual attention.” This program will provide opportunities for students to participate in small class (F2F and online) to learn through the use of high impact practices (HIP).

USC AIKEN's 2018-2023 strategic plan includes utilizing HIP throughout learning, which includes undergraduate research, classroom engagement, and cross-disciplinary collaboration. Our proposed program would not only include these practices, it will also help students learn how to implement these practices in their K-12 classrooms.

**Assessment of Need**

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

Special Education is on the critical needs list for both South Carolina and the United States thus making teacher candidates eligible for loan forgiveness. The Center for Educator Recruitment, Retention and Advancement Supply and Demand Report, Fall 2018 (CERRA) noted 105 vacancies in special education teaching positions in South Carolina at the start of the 2018-19 academic year. Additionally, a larger number of vacancies are shown to be filled by alternatively certified teachers who have a greater likelihood of leaving within the first 3 years of employment. The American Association for Employment in Education classifies the shortage in special education teachers as ‘considerable’ – their highest level.

**Transfer and Articulation**

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

The state-wide articulated 2+2 agreements with the technical colleges and 2 year campuses of the USC system.

**Description of the Program**

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-2021	3	40	3	40	0	0
2021-2022	8	45	8	45	0	0
2022-2023	13	50	13	50	0	0
2023-2024	13	50	13	50	0	0

Explain how the enrollment projections were calculated.

These projections were calculated based on previous enrollments. Please see the table above. Our average enrollment across the five years (2015-current) has been about 37 students. We anticipate a slight increase in enrollment due to recruitment efforts by USC System Palmetto College and USC Aiken School of Education.

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

We are proposing the completion of a 6-credit hour practicum to occur the fall of senior year. This will take the place of five 1-credit hour practicums previously required in our program. The new 6 credit hour practicum will still provide students the opportunities to practice the knowledge and skills from the old 1-hour practicum courses. The new practicum will require students to be immersed in a school and classroom at the beginning of the school year when much of the planning for behavior management and routines occurs. This would be invaluable for our candidates. It

also allows students to receive structured, regular feedback from special education faculty about their management and teaching before internship (which usually occurs spring of senior year).

Because our candidates will be certified to teach K-12 multi-categorical special education, we will also be tracking the placements (practicums and internship) of our teacher candidates across their time in our program. It is important for students to observe and learn in a variety of grade levels (elementary, middle, high), as well as classroom settings (e.g., inclusion general education, resource, and self-contained classrooms). The new proposed 6-credit hour course will also allow students to work in a grade-level or setting that perhaps is new to them. Currently, our students complete a series of 1 credit-hour practicums. This has proven problematic as some students only attend their practicums for 3-4 full days each semester to complete all of the hours. The 6-credit hour practicum would help solve some of these current challenges by requiring students to attend across an entire semester in order to build rapport with K-12 students, practice implementing evidence-based practices and behavior management plans, and receive valuable feedback from their cooperating teachers and special education faculty.

**Curriculum Changes:**

Overall Required Hours: 128-132 Education Required Hours: 75	Overall Required Hours: 126 Education Required Hours: 73
Previous Program Requirements	New Proposed Program Requirements*
EDUC A210 (1) Observation & Analysis	EDUC A210 (1) Observation & Analysis
EDFN A321 (3) Dynamics of American Public Education	EDFN A321 (3) Dynamics of American Public Education
EDEX A200 (3) Introduction to People with Exceptionalities	EDEX A200 (3) Introduction to People with Exceptionalities
EDEC A211 (3) Family Life in Early Childhood Education	<b>EDEX A453 (3)</b> <b>Collaboration, Families, &amp; Early Intervention</b>
EDSE A312 (3) Teaching Diverse Populations in the Middle & High School	<b>EDEX A456 (3)</b> <b>Secondary Methods &amp; Transition</b>
EDEX A440 (3) Assistive Technology for Diverse Populations	EDEX A440 (3) Assistive Technology for Diverse Populations
EDEX A403 (3) Assessment of People with Exceptionalities	EDEX 403 (3) Assessment of People with Exceptionalities
EDEX A410 (3) Introduction to People with Intellectual Disabilities	<b>EDEX A336 (3)</b> <b>Planning Effective Instruction for Students with High &amp; Low Incidence Disabilities</b>
EDEX A415 (3) Methods & Materials for Teaching People with Intellectual Disabilities	
EDEX A420 (3) Introduction to Learning Disabilities	
EDEX A425 (3) Methods & Materials for Teaching People with Learning Disabilities	
EDEX A430 (3) Characteristics of People with Emotional/Behavioral Disorders	<b>EDEX A452 (3)</b> <b>Teaching Reading to Students with Disabilities</b>
EDEX A435 (3) Methods & Materials for Teaching People with Emotional/Behavioral Disorders	<b>EDEX A451 (3)</b> <b>Communication &amp; Language Development</b>
	<b>EDEX A454 (3)</b> <b>Teaching Math to Students with Disabilities</b>

EDEX A402 (3) Autism, Traumatic Brain Injury, and Severe Disabilities	
EDEX A415P (1) Practicum for Methods & Materials for Teaching People with Intellectual Disabilities	<b><i>EDEX A457 (6) Practicum in High &amp; Low Incidence Disabilities</i></b>
EDEX A425P (1) Practicum for Teaching People with Learning Disabilities	
EDEX A435P (1) Practicum for Methods & Materials for Teaching People with Emotional/Behavioral Disorders	
EDEX A424P (1) Practicum for Behavior Intervention & Management	
EDEX A403P (1) Practicum for Assessment of People with Exceptionalities	
EDEX A424 (3) Behavior Intervention & Management	
EDRD A421 (3) Assessment of Elementary Reading	EDRD 421 (3) Assessment of Elementary Reading
EDRD A430 (3) Foundations of Reading in Elementary & Special Education	EDRD 430 (3) Foundations of Reading in Elementary & Special Education
EDRD A423 (3) Content Area Reading & Writing in the Elementary School	EDRD 423 (3) Content Area Reading & Writing in the Elementary School
EDRD A422 (3) Instructional Practices in Elementary School Literacy & Creative Arts	EDRD A422 (3) Instructional Practices in Elementary School Literacy & Creative Arts
EDEX A476 (3) Senior Seminar	EDEX A476 (3) Senior Seminar
EDEX A472 (12) Internship	EDEX A472 (12) Internship
	EDPY A330 Lifespan Growth & Development (3) or PSYC A310 Developmental Psych (3)

**\*New courses are in bold and italicized**

**New Courses**

<b>Course Title</b>	<b>Course Description</b>
EDEX A336 Planning Effective Instruction for Students with Disabilities	This course will explore how to teach students with exceptionalities using evidence-based practices. Lesson planning and instructional designs will also be explored. Additionally, instructional plans that meet the diverse needs of learners and utilize evidence-based practices will be developed.
EDEX A451 Communication & Language Development	This course will explore communication and language development in students throughout the lifespan. This includes methods to teach writing (K-12) to students with disabilities. Evidence-based practices will

	be explored and implemented. Topics include the process approach to writing, spelling, and handwriting throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced.
EDEX A452 Teaching Reading to Students with Disabilities	This course will explore methods to teach reading (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Topics include teaching phonics, fluency, comprehension, and vocabulary throughout K-12 grades. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.
EDEX A453 Collaboration, Families, & Early Intervention	This course will explore the impact of families on the diagnosis and acceptance of disabilities, as well as ways to collaborate with families. Collaboration with other professionals will also be explored including co-teaching methods. Early intervention services and ethics will be analyzed.
EDEX A454 Teaching Math to Students with Disabilities	This course will explore methods to teach math (K-12) to students with disabilities. Evidence-based practices will be explored and implemented. Academic content includes the following topics: numbers and operations, place value, geometry, measurement, decimals, fractions, problem solving, and skills on how to adapt these standards to teach diverse learners. Analyzing data to make instructional-based decisions will also be practiced. Additionally, students will participate in a practicum to practice the skills related to planning and implementing effective instruction to diverse learners.
EDEX A455 Social Studies & Science Methods for Students with Disabilities	This course will explore methods to teach science and social studies content (K-12) to students with disabilities. Evidence-based practices will be explored and analyzed to meet the needs of various learners.
EDEX A456 Secondary Methods & Transition	This course will explore teaching methods for middle and high school students with disabilities. Evidence-based practices will be explored, as well as transition services and writing Individualized Education Plans (IEPs). Topics include study skills, transition services, community settings, postsecondary life, IEPs, and transition plans.
EDEX A457 Practicum in High & Low Incidence Disabilities	Practicum observation and teaching in the public schools under the supervision of certified special education teachers and university personnel, which will include field experiences in the application of methods and materials for teaching students with high and low incidence disabilities. Experiences will be in diverse settings (e.g., co-taught inclusion, resources, and self-contained classrooms) and will prepare students for a semester-long internship.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.S. Special Education	120.50	Lander University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	Students are required to take elementary math methods and either social studies or science coursework in elementary education. They are not required to complete these method courses specific for students with disabilities. USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.S. Special Education	122.00 minimum	College of Charleston	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	Students complete methods courses in elementary education instead of special education. They also complete courses related to characteristics of learning disabilities, intellectual disabilities, and/or emotional disabilities. USCA's proposed program will cover characteristics of disabilities in EDEX 336 - Planning Effective Instruction for Students with High and Low Incidence Disabilities, as well as throughout the methods courses (e.g., teaching self-regulation in math).
B.A. Special Education	123.00	Clemson University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	Students complete science and social studies methods in elementary education. USCA's new program will offer a course about how to teach this content to students with disabilities. Our early intervention course will also include strategies for working with families and other



				professionals (collaboration). Program does not offer a course specific for language and communication.
B.S. Special Education	123.00	Anderson University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.S. Special Education	129.00 minimum	Bob Jones University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.A. Special Education	120.00 minimum	Coastal Carolina University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.A. Special Education	76.00	Columbia College	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.A. Comprehensive Special Education	125.00 minimum	Converse College	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.S. Special Education	124.00 minimum	Erskine College	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.S. Special Education	125.00	Southern Wesleyan	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.
B.S. Special Education	120-124	Winthrop University	Courses included in program are similar due to the Council for Exceptional Children (CEC) standards	USC AIKEN's new courses related to math, communication/language, and science and social studies will be specific to students with disabilities.

### Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

USC AIKEN currently has three full-time faculty members in special education. We do not anticipate adding additional faculty at this time. We also do not anticipate the need to reassign faculty or staff.

The current Special Education Coordinator will continue administrative duties related to this program. The School of Education also has two administrative assistants who help with these duties, as well.

### Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources:** USC AIKEN has the Gregg-Graniteville Library located on campus. This library “strives to provide the academic community with the information required for intellectual, professional, and personal development.” To help with this mission, the library offers study rooms throughout the building, as well as a variety of services (e.g., circulation, library instruction, interlibrary loan). It also offers “Ask a Librarian” in which students can make an appointment to chat with a librarian via phone, email, or chat feature. Additionally, our library provides access to books and media, databases, research guides, and e-journals. many of which are related to special education. The databases function is useful for undergraduate students who are examining research. The online website for the library is also helpful as many of our students participate in distance education (through Palmetto College).

No additional library resources are needed at this time.

**Equipment:** Some new instructional materials will be needed for the proposed program. Specifically, the School of Education requests the purchase of iPads and special education apps (e.g., Proloquo2Go). Additionally, several curriculums (e.g., social skills training, transition skills) are needed in order for students to practice teaching skills authentically.

5 iPads, 32GB with wifi: \$329 each x 5 = \$1645  
Proloquo2Go App: \$250 each x 5 = \$1250

**Facilities:** Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.

USC AIKEN's School of Education is housed in the Business & Education (B&E) building on campus. The old special education program is already located in this building, so we are proposing that the new program stay at this location.

### Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes = the existing program program courses will be phased out as new students enroll in the new program. Current students will transition to the new program.

No

**Financial Support**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	31,194	83,184	135,174	135,174	135,174	519,900
Program-Specific Fees	300	800	1300	1300	1300	5000
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>	31,494	83,984	136,474	136,474	136,474	524,900
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials	2,895					2,895
Library Resources						
Other (specify)						
<b>Total</b>	2,895					
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	28,599	83,984	136,474	136,474	136,474	522,005

**Budget Justification**

A modest increase in students is expected after this modification. Tuition for each semester is calculated as \$5199/student. For example: 3 new students in year 1 = \$5199 x 3 students x 2 semesters = \$31,194. Additionally, education majors have a \$50 fee per semester to help defray costs for field experience supervision.

Some new instructional materials will be needed for the proposed program. Specifically, the School of Education requests the purchase of iPads and special education apps (e.g., Proloquo2Go). Additionally, several curriculums (e.g., social skills training, transition skills) are needed in order for students to practice teaching skills authentically. There will be no change in faculty, staff, or facilities.

5 iPads, 32GB with wifi: \$329 each x 5 = \$1645

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**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
<p>1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p>1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities</p>	<p><b>Universally Designed Lesson Plan Project</b> Students will develop a Universally Designed lesson plan (UDLP) for a case study student using the principles of effective instruction. Additionally, students will develop a classroom environment plan to accompany this UDLP to promote accessibility for all learners.</p> <p><b>Reading Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of reading. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p>

<p>Agenda Item 3j</p>		<p><b>Math Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of math. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Co-Taught Lesson &amp; Demonstration</b> Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field. Students will receive feedback related to implementation of lesson plans and instruction.</p>
<p>2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<p>2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions</p> <p>2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</p> <p>2.3 Beginning special education professionals know how to intervene safely and</p>	<p><b>Universally Designed Lesson Plan Project</b> Students will develop a Universally Designed lesson plan (UDLP) for a case study student using the principles of effective instruction. Additionally, students will develop a classroom environment plan to accompany this UDLP to promote accessibility for all learners.</p> <p><b>Reading Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of reading. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications,</p>

<p>Agenda Item 3j</p>	<p>appropriately with individuals with exceptionalities in crisis.</p>	<p>and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Math Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of math. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Co-Taught Lesson &amp; Demonstration</b> Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field. Students will receive feedback related to implementation of lesson plans and instruction.</p>
<p>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning</p>	<p><b>Universally Designed Lesson Plan Project</b> Students will develop a Universally Designed lesson plan (UDLP) for a case study student using the principles of effective instruction. Additionally, students will develop a classroom environment plan to accompany</p>

Agenda Item 3j

progressions for individuals with exceptionalities.  
3.2  
Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.  
3.3  
Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

this UDLP to promote accessibility for all learners.

**Writing CBM Case Study Analysis**

Students will analyze a case study related to written expression. They will analyze baseline and intervention data to develop appropriate goals and make instructional based decisions.

**Reading Mini-Unit**

Students will develop three lesson plans for students in a field placement (as part of class time) in the area of reading. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.

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Students will develop three lesson plans for students in a field placement (as part of class time) in the area of math. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to

<p>Agenda Item 3j</p>		<p>implementation of lesson plans and instruction.</p> <p><b>Co-Taught Lesson &amp; Demonstration</b> Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field. Students will receive feedback related to implementation of lesson plans and instruction.</p>
<p>4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<p>4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.</p> <p>4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</p> <p>4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.</p> <p>4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</p>	<p><b>Universally Designed Lesson Plan Project</b> Students will develop a Universally Designed lesson plan (UDLP) for a case study student using the principles of effective instruction. Additionally, students will develop a classroom environment plan to accompany this UDLP to promote accessibility for all learners.</p> <p><b>Writing CBM Case Study Analysis</b> Students will analyze a case study related to written expression. They will analyze baseline and intervention data to develop appropriate goals and make instructional based decisions.</p> <p><b>Reading Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of reading. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback</p>



related to implementation of lesson plans and instruction.

**Math Mini-Unit**

Students will develop three lesson plans for students in a field placement (as part of class time) in the area of math. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.

**Co-Taught Lesson & Demonstration**

Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field. Students will receive feedback related to implementation of lesson plans and instruction.

**Transition & Individualized Education Plan Project**

Students will develop a Transition Plan and Individualized Education Plan for a high school case study student. Students will utilize data to make informed decisions and connect the plans to present levels of performance and post-secondary goals.

**Behavior Intervention Plan Project**

Students will complete a Functional Behavioral Analysis project. Students will define a problem behavior, collect data,

		<p>and design an intervention related to student behavior. Then, students will develop a Behavior Intervention Plan and write Individualized Education Plan goals.</p>
<p>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</p> <p>5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.</p> <p>5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.</p> <p>5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.</p> <p>5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</p> <p>5.6 Beginning special education professionals teach to mastery and promote generalization of learning.</p> <p>5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and</p>	<p><b>Universally Designed Lesson Plan Project</b> Students will develop a Universally Designed lesson plan (UDLP) for a case study student using the principles of effective instruction. Additionally, students will develop a classroom environment plan to accompany this UDLP to promote accessibility for all learners.</p> <p><b>Writing CBM Case Study Analysis</b> Students will analyze a case study related to written expression. They will analyze baseline and intervention data to develop appropriate goals and make instructional based decisions.</p> <p><b>Reading Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of reading. Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Math Mini-Unit</b> Students will develop three lesson plans for students in a field placement (as part of class time) in the area of math.</p>

<p>Agenda Item 3j</p>	<p>problem solving to individuals with exceptionalities.</p>	<p>Lesson plans will be connected to SC state standards and Individualized Education Plan goals. Appropriate accommodations, modifications, and adapted materials will be identified and described. Students will utilize and identify the principles of instruction used throughout the plan. Assessments that are aligned to lesson objectives will also be developed. Students will teach these lessons in order to receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Co-Taught Lesson &amp; Demonstration</b> Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field. Students will receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Transition &amp; Individualized Education Plan Project</b> Students will develop a Transition Plan and Individualized Education Plan for a high school case study student. Students will utilize data to make informed decisions and connect the plans to present levels of performance and post-secondary goals.</p>
<p>6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. 6.3</p>	<p><b>Family Project</b> Students will develop a public service announcement for parents and families about special education in a local school district. This video will explore foundational knowledge about special education and current issues in the field. Additionally, students will devise an annotated bibliography which will include, at minimum, ethical considerations of the field,</p>

<p>Agenda Item 3j</p>	<p>Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.</p> <p>6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.</p> <p>6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.</p> <p>6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.</p>	<p>scholarly resources for further exploration, professional organizations (including advocacy), and suggestions for working with children with special needs at home. Students will share the video and resources at a family night hosted by the class at a local school.</p>
<p>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<p>7.1 Beginning special education professionals use the theory and elements of effective collaboration.</p> <p>7.2 Beginning special education professionals serve as a collaborative resource to colleagues.</p> <p>7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p><b>Family Project</b> Students will develop a public service announcement for parents and families about special education in a local school district. This video will explore foundational knowledge about special education and current issues in the field. Additionally, students will devise an annotated bibliography which will include, at minimum, ethical considerations of the field, scholarly resources for further exploration, professional organizations (including advocacy), and suggestions for working with children with special needs at home. Students will share the video and resources at a family night hosted by the class at a local school.</p> <p><b>Co-Taught Lesson &amp; Demonstration</b> Students will develop a co-taught lesson plan appropriate for middle or high school in small groups. Then, students will present their lesson to an inclusion classroom in the field.</p>

Agenda Item 3j		<p>Students will receive feedback related to implementation of lesson plans and instruction.</p> <p><b>Transition &amp; Individualized Education Plan Project</b> Students will develop a Transition Plan and Individualized Education Plan for a high school case study student. Students will utilize data to make informed decisions and connect the plans to present levels of performance and post-secondary goals.</p> <p><b>Behavior Intervention Plan Project</b> Students will complete a Functional Behavioral Analysis project. Students will define a problem behavior, collect data, and design an intervention related to student behavior. Then, students will develop a Behavior Intervention Plan and write Individualized Education Plan goals.</p>
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Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes
- No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes = see attached SCDE New Program Proposal
- No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes = multi-categorical special education (K-12)
- No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes = see attached SCDE New Program Proposal
- No



Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ENGL A101	3	ENGL A102	3		
AFCI A101 Critical Inquiry	1	EDFN A321 Dynamics in Public Education	3		
MATH A108 or higher	3	EDEX A200 Introduction to People with Exceptionalities	3		
HIST A101/102 History of Civilization	3	EDUC A210 Observation & Analysis	1		
PSYCH A101 Introductory Psych	3	Science Requirement	4		
Humanities elective	3	HIST A201, A202, or POLI A201	3		
Total Semester Hours	16	Total Semester Hours	17	Total Semester Hours	0
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
COMM A201 or A241	3	EDEX A440 Assistive Technology for Diverse Learners	3		
Foreign Language 1	4	EDEX A403 Assessment of People with Exceptionalities	3		
STAT A201 or higher	3	EDEX A424 Behavior Intervention and Management	3		
Science requirement	4	Foreign Language II	4		
EDEX A336 Planning Effective Instruction for Students with High and Low Incidence Disabilities	3	EDEX A451 Communication & Language Development	3		
Total Semester Hours	17	Total Semester Hours	16	Total Semester Hours	0





Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDRD A421 Assessment of Elementary Reading	3	EDRD A423 Content Area Reading & Writing	3		
EDRD A430 Foundations in Reading in Elementary and Special Education	3	EDPY A330 Lifespan Growth & Development OR PSYC A310 Developmental Psychology	3		
SOCY A101 Introduction to Sociology	3	Humanities Requirement	3		
EDEX A452 Teaching Reading to Students with Disabilities	3	EDEX A454 Teaching Math to Students with Disabilities	3		
EDEX A453 Collaboration, Families, & Early Intervention	3	EDEX A455 Social Studies & Science Methods for Students with Disabilities	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	0
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
EDRD A422 Instructional Practices	3	EDEX A476 Senior Seminar	3		
Humanities Elective	3	EDEX A472 Internship	12		
EDEX A456 Secondary Methods & Transition	3				
EDEX A457 Practicum in High & Low Incidence Disabilities	6				
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	0