

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Clemson University**

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 revision exceeding 12 credit hours of gross cumulative change resulting in a net reduction in the overall number of hours from 36 to 33; dropping emphasis areas in the degree; dropping site locations in four school districts and the University Center of Greenville.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

M.Ed. Special Education (Emotional/Behavioral Disabilities Disorders; Learning Disabilities; Intellectual Disabilities)

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

M.Ed. Special Education [no emphasis areas or concentrations, single parent program only]

Program Designation:

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 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: **August 2020**

CIP Code: **13.1001 [no change]**

Current delivery site(s) and modes:

(Traditional): Clemson University (Main Campus); University Center of Greenville; Pickens County School District; Greenville County School District; Oconee County School District; Anderson County School District; Online Degree Programs

Proposed delivery site(s) and modes:

**Clemson University (Main Campus); Online Degree Programs
[drop University Center of Greenville and the 4 district sites]**

Program Contact Information:

- **Janie Hodge, Associate Professor in Education and Human Development; hodge@clemson.edu ; 864.656.1613**
- **Dr. Debbie Jackson, Professor Emeritus, Visiting Professor EOLD; dbj@clemson.edu; 864.650.0667**
- **Dr. Jeremy King, Associate Provost for Institutional Effectiveness; jking2@clemson.edu ; 864.934.3554**

Institutional Approvals and Dates of Approval:

Department of Teaching and Learning Curriculum Committee: 18 September 2019

Department Chair: 7 October 2019

College Curriculum Committee: 11 October 2019

College Dean: 12 October 2109

University Graduate Curriculum Committee: 18 October 2019

Provost: 20 October 2019

Clemson University Board of Trustees: 11 October 2019

Background Information

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

Our current Master of Education in Special Education degree is a 36-credit hour program designed to provide graduate level training for teachers already holding an initial teaching licensure in special education or a related area. This extant program provides program participants the option to complete requirements for a South Carolina add-on special education certification in one of three areas: (a) emotional/behavioral disorders, (b) learning disabilities, or (c) intellectual and developmental disabilities. The program is approved by the Council for Exceptional Children (CEC) and follows guidelines prescribed by CEC.

When the face-to-face program was developed, many teachers were able to take evening and summer courses to complete their degrees. However, this format limited the number of teachers who were able to complete the degree to those in the local Upstate area. While online delivery modality for the MEd program was approved in 2010, it has always been offered in a traditional face-to-face format. Because Clemson special education faculty support three face-to-face degree programs (BA Special Education, Master of Arts in Teaching Special Education, and PhD Special Education), admission to the MEd program in special education has been suspended since 2015. Thus, we currently have no students enrolled in the MEd program.

Recent state legislation (Act 213: May 18, 2018) directed districts to begin implementation of Multi-Tiered Systems of Support (MTSS) for the 2019–20 school year. MTSS addresses academic, behavioral, social, and emotional needs of students through a framework of increasing support across settings. Our intent is to offer a MEd Special Education program in an online format, and enhance the program of study with a focus on research-based practices in MTSS while reducing the length of the program from 36 to 33 credit hours. This timely modification allows the program to address needs at the State and national levels.

Our plan is to eliminate the three emphasis areas in the current MEd program that were included to allow add-on certification. These were declared in a proposal submitted to CHE circa 15 February 2009; however, they have never been included in the Commission's program inventory, but have been a part of our graduate catalogs. Instead of these emphasis areas, we are adding coursework to the core program that addresses MTSS for students with or at risk of disabilities. Our intended modification of the program will include coursework that emphasizes MTSS

research in academics and behavior and includes coursework that leads to a Board-Certified Behavior Analyst (BCBA) credential—a graduate-level certification in behavior analysis.

Offering the program in an online format with the proposed program modifications serves three primary purposes: (a) providing extant special education professionals the opportunity to complete course requirements for the national BCBA certification; (b) meeting the needs of practitioners and school leaders who are not within the local geographic footprint and who want a graduate degree in Special Education from Clemson; and (c) allowing practitioners the flexibility to take courses that enhance their knowledge and skills in research-based practices in MTSS to improve student outcomes while not conflicting with their teaching schedules. The online format will allow SC residents across the State the opportunity to obtain a master's degree and coursework for BCBA certification. This is especially important for practitioners and leaders in high-needs rural districts who don't have access to a nearby traditional on-campus program.

The online offering of the modified MEd Special Education will:

1. Increase the supply of highly skilled school leaders who are knowledgeable in MTSS to improve outcomes for students with and at risk of academic and behavioral difficulties;
2. Increase the capacity of schools to employ highly qualified practitioners and leaders with BCBA certification to address the behavioral needs of students in public school settings.
3. Produce school leaders who are knowledgeable in the administration, analysis, and use of data to improve school and district level outcomes for all students.
4. Produce highly qualified school leaders who can identify, implement, and support others to use research-based practices to improve outcomes for individuals with disabilities.

Alignment with the ClemsonFORWARD Strategic Plan

The program modification is strategically aligned with the research mission in the area of Human Resilience within the ClemsonFORWARD plan. This focus area includes education, personal and societal resilience, social well-being, diversity, and leadership. Graduates of the program will gain knowledge and skills in educational research—specifically in educational interventions and strategies for diverse learners. Graduates will also gain skills, and credentials to serve as educational leaders having expertise in Multi-Tiered Systems of Support (MTSS) and applied behavior analysis. Graduates will have significant impact on the education and social well-being of individuals with disabilities.

Assessment of Need

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

The SC CERRA 2017-18 report indicated a 4% growth in teaching positions from the previous year. Of the 53,000 positions, ten percent were in special education. The available positions include 2572 in elementary/early childhood school setting, 1288 at the middle level, and 1513 in high schools. Newly certified teachers filled 804 special education openings in 2017-18. At the beginning of the 2017-18 school year, 96.35 special education positions remained unfilled.

As of June 2019, there were 33,353 Board Certified Behavior Analysts (BCBAs). Only 237 (0.007%) of these BCBAs, however, live in SC. At the same time there were over 50 job postings in SC that required or preferred BCBA/BCBA-D certification (BACB, 2019). The gap between demand and the sparse number of qualified providers has had a direct

impact on the state of services for individuals. (Behavior Analysis Certification Board, 2019, <https://www.bacb.com/about/bacb-certificant-annual-report-data/>)

With recent state legislation (Act 213: May 18, 2018) that requires districts to begin implementation of Multi-Tiered Systems of Support (MTSS) starting during 2019–20 school year, our modified program addresses a particular need in South Carolina to prepare school leaders in MTSS processes based upon high quality research. This modification is timely and allows the program to address needs at the state and national levels.

National data: U.S. Bureau of Labor and Statistics, Occupational Outlook Handbook, <http://www.bls.gov/ooh>
 State data: SC CERRA Report 2017-18, <http://www.cerra.org/uploads>

Transfer and Articulation

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

N/A

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020-21	15	15	15	15	15	15
2021-22	20	35	35	35	35	35
2022-23	25	45	45	45	45	45
2023-24	30	55	55	55	55	55
2024-25	40	70	70	70	70	70

Explain how the enrollment projections were calculated.

We expect 15 students to enroll in the first semester of the program, which is completed in six semesters with students enrolling in six credit hours for five semesters and three credits in the final summer. The headcount projection is based on attracting K-12 SC teachers who currently hold a teaching certification in special education and who wish to pursue a master’s degree while continuing to work fulltime. In addition, the program addresses the state directive to implement the Multi-Tiered System of Support (MTSS) in schools for the 2019 academic year. Furthermore, within the field of special education, additional shortages exist for school leaders with certification in behavior analysis. We believe with adequate recruitment and advertising of the changes in this program we can meet the enrollment projections. Funding has been budgeted to provide supporting promotional materials, marketing and advertising services to promote the program and reach projected targets for enrollment.

Our College of Education has enhanced the role and staff of its Associate Dean for Research and Graduate Studies to include implementation and stewardship of specific progress-to-degree data systems, student scheduling support, and advertising/marketing certificate and graduate programs in the College. We will utilize myriad resources that include the Associate Dean’s office and staff, the College’s Public Information office, external recruiting using RNL (formerly Converge) for digital marketing, and faculty connections to listservs throughout the state and region.

Curriculum

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

Please see APPENDIX A.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
EDSP 8100 or 8130 or 8160: (3cr) Characteristics of Individuals with: Learning Disabilities (8100) or Emotional and Behavioral Disorders (8130) or Intellectual Disabilities and Autism (8160)	Replaced with EDSP 8610 Supporting Students with High-Incidence Disabilities (3cr)	
EDSP 8110 or 8140 or 8170 (3cr) Educational Procedures for Individuals with: Learning Disabilities (8110), or Emotional and Behavioral Disorders (8140), or Intellectual Disabilities and Autism (8120)	Replaced with EDSP 8760: Coaching and Supervision in Schools (3)	
Practicum course EDSP 8120/8121 or 8150/8151 or 8180/8181 (3cr) Practicum in: Learning Disabilities (8120/8121) or Emotional and Behavioral Disorders (8150/8151) or Intellectual Disabilities and Autism (8180/8181)		

New Courses

List and provide course descriptions for new courses.

Two new courses are required and have been developed and approved. All other courses in the proposed curriculum are existing, approved and in our Graduate Catalog.

EDSP 8610 Supporting Students with High-Incidence Disabilities (3 cr. hrs.)

This course addresses characteristics, assessment, and identification processes for students with high-incidence disabilities. Evidence-based instructional and behavioral interventions, curricula, and strategies appropriate for students with high-incidence disabilities within a multitiered system of support are examined.

EDSP 8760 Behavior Analytic Supervision (3 cr. hrs.)

This course covers advanced topics related to coaching and supervision of practice-oriented skills and applications through behavior-analytic techniques in applied settings.

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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MEd Special Education	39 credit hrs.	Coastal Carolina University	Online Program	Addresses breadth of Special Education through core coursework knowledge in one selected concentration area, including Specific Learning Disabilities, Emotional Disabilities, Intellectual Disabilities, or Severe Disabilities. Clemson’s program addresses students with Mild Disabilities and does not limit content to one specific area of disability. Does not address specifically Multi-tiered systems of support (MTSS) or coursework for Board Certified Behavior Analyst (BCBA) requirements.
MEd Teaching, Learning, and Advocacy; Diverse Learners Concentration	36 credit hrs.	College of Charleston	Designed to provide advanced study for certified P-12 teachers who are interested in becoming educational leaders with the skills and knowledge needed to advocate for students, public schools, and the teaching profession.	Face-to-face degree in Teaching, Learning and Advocacy. Students complete 18 credits in core courses that develop research, advocacy, policy analysis, self-reflection, and application of theory to practice. Then students choose 18 credits (from a list of 25 courses) to complete the Diverse Learners concentration. Clemson’s program addresses students with Mild Disabilities and does not limit content to one specific area of disability. Does not address specifically Multi-tiered systems of support (MTSS) or coursework for Board Certified Behavior Analyst (BCBA) requirements.
MEd Special Education		Francis Marion University		Face-to-face program designed for teachers adding certification in Learning Disabilities. This program includes coursework and related practicum to provide the knowledge and skills needed to work with this unique population of students. Clemson’s program addresses students with Mild Disabilities and does not limit content to one specific area of disability. Does not address specifically Multi-tiered systems of support (MTSS) or coursework for Board Certified Behavior Analyst (BCBA) requirements.

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<p>MA Education, Special Education (Learning Disabilities, Emotional/Behavioral Disorders)</p>	<p>33 credit hrs.</p>	<p>Furman University</p>	<p>33 credit hours-addresses content in Learning Disabilities OR Behavior Disorders</p>	<p>Face-to-face Master of Arts in Education with a concentration in Learning Disabilities or Emotional/Behavioral Disorders is designed to enhance a specific area of special education. The program includes preparation in a selected area of special education through courses dealing with the nature of a specific disability and the related practica. Clemson’s program addresses students with Mild Disabilities and does not limit content to one specific area of disability. Does not address specifically Multi-tiered systems of support (MTSS) or coursework for Board Certified Behavior Analyst (BCBA) requirements.</p>
<p>MEd Special Education (with Concentration in LD, BD, Mild/Moderate, Severe) And Applied Behavior Analysis</p>	<p>36 credit hrs.</p>	<p>USC Columbia</p>	<p>USC’s MEd in ABA includes coursework to address knowledge and skills to become a Board Certified Behavior Analyst (BCBA®), as does Clemson’s degree. The degree program includes all required course work and supervision hours to be eligible to sit for the national BCBA exam. Allows students to earn master’s degree along with coursework for BCBA certification.</p>	<p>USC’s MEd in Special Education is designed for teachers seeking certification in special education in one of 4 areas.</p> <p>USC’s recently approved MEd in Applied Behavior Analysis is offered in a traditional format and the program is geared toward individuals seeking BCBA certification with a focus on children and adults with Autism Spectrum Disorder. The program prepares individuals for private practice (non-school based) employment (e.g. DDSN & SCHHS).</p> <p>Clemson’s program is offered in an online format and addresses students with mild/moderate disabilities. Our program includes coursework for BCBA certification and addresses specifically Multi-tiered systems of support (MTSS).</p>

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.

Clemson's Special Education faculty are qualified to implement the program. Dr. Shanna Hirsch is doctoral-level BCBA. As the Verified Course Sequence (VCS) Coordinator, she will provide oversight and guidance for the BCBA certification courses. Dr. Pamela M. Stecker is a national expert on Response to Intervention and Multi-tiered Systems of Support, specifically with academic interventions and progress monitoring. Dr. Joe Ryan is recognized nationally for work in behavior and serves as Distinguished Professor and executive director for Clemson's CULIFE program for young adults with intellectual disabilities; he also has significant expertise in applied behavior analysis and research. Dr. Kent Parker has school level expertise in MTSS and behavior change for students with intense needs. Dr. Antonis Katsiyannis is nationally recognized in the area of legal and policy issues in special education. Dr. Janie Hodge has significant experience and expertise in academic interventions for students with mild disabilities and in teacher education. Dr. Abby Allen has expertise in academic interventions in literacy and early childhood special education. Dr. Cathy Griffith is currently completing BCBA certification and has expertise in research and academic interventions for students with intensive academic needs.

Resources

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

While there are not additional library, equipment or facilities costs to implement the modification, operational costs are included to cover promotional and marketing of the program changes.

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
 No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st 20-21	2nd 21-22	3rd 22-23	4th 23-24	5th 24-25	Total
Tuition Funding	\$ 99,630	\$ 136,825	\$ 176,162	\$ 217,737	\$ 299,025	\$ 929,380
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal, Grant, or Other Funding						
Total	\$ 99,630	\$ 136,825	\$ 176,162	\$ 217,737	\$ 299,025	\$ 929,380
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Facilities, Equipment, Supplies, and Materials	\$ 5,000	\$ 5,100	\$ 5,202	\$ 5,306	\$ 5,412	\$ 26,020
Library Resources						
Other (specify)	\$ 30,603	\$ 39,671	\$ 49,255	\$ 59,380	\$ 78,946	\$ 257,856
Total	\$ 45,603	\$ 44,771	\$ 54,457	\$ 64,686	\$ 84,359	\$ 293,876
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$ 54,027	\$ 92,055	\$ 121,705	\$ 153,051	\$ 214,667	\$ 635,504

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

The program leverages current teaching capacity in the existing graduate program and will need minimal resources to support the requested program modifications. The enrollment targets are conservative as are the tuition projections. The budget above is an incremental one, reflecting new costs.

Revenue Highlights:

- **Academic Tuition and Fees:** An online graduate program tier five rate of \$499 per credit hour for in-state and out-of-state students will be charged for the master’s degree program. The \$499 per credit hour fee will be discounted by 10% for in-state students to attract and support in-state teachers for the State of South Carolina.

Expense Highlights:

- **Personnel Costs:** Existing courses utilizing faculty across the College of Education will be leveraged to support the program. These represent extant sunk costs that are not part of the incremental budget.
 Two new courses will be developed, with non-sunk new development and instructional costs estimated at \$10K during the first year.
- **Operational Costs:** Approximately \$5K each year is budgeted to provide supporting promotional materials, marketing and advertising services.
- **Other Costs:** Administrative overhead, intended to represent general and administrative costs, is included in the budget.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Increase the supply of highly skilled school leaders who are knowledgeable in MTSS to improve outcomes for students with and at risk of academic and behavioral difficulties;	Describe MTSS and current research that supports the use of MTSS to improve outcomes for students with and at risk of academic and behavioral difficulties.	Major area paper. Comprehensive exam
Increase the capacity of schools to employ highly qualified leaders with BCBA certification to address the behavioral needs of students in public school settings;	Demonstrate competence across BCBA content-standards across all required graduate level coursework.	Grade of B or better in all BCBA coursework
Produce school leaders who are knowledgeable in the administration, analysis, and use of data to improve school and district level outcomes for all students.	Collaborate with local school district to develop/plan, implement, and evaluate student/school level assessments and use data to identify areas of strength and needed supports to improve student outcomes.	Data-literacy project in EDSP 8210

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Produce highly qualified school leaders who can identify, implement, and support others to use research-based practices to improve outcomes for individuals with disabilities.	Implement effective professional development for teachers to address behavioral supports in MTSS framework	Supervision project in new course: <i>Coaching and Supervision in Schools</i>
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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

No

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

Yes

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

No

Appendix A
Master of Education in Special Education

Plan of Study

Semester	Course	Credits Hours
Fall Year 1	EDSP 8540: Applied Behavior Analysis	3
	EDSP 8610: Supporting Students with High Incidence Disabilities	3
Spring Year 1	EDSP 8200: Language Arts Instruction for Individuals with Disabilities	3
	EDSP 8210: Educational Assessment of Individuals with Disabilities	3
Summer Year 1	EDSP 8230: Teaching Individuals with Disabilities in Integrated Settings	3
	EDSP 8410: Instructional Strategies for Individuals with Disabilities in Secondary School Setting	3
Fall Year 2	EDF 8770: Experimental and Nonexperimental Research Methods in Education	3
	EDSP 8750 Advanced Single Case Research Methodologies	3
Spring Year 2	EDSP 8760: Coaching and Supervision in Schools	3
	EDSP 8530 Legal and Policy Issues In Special Education	3
Summer Year 2	EDSP 8220: Teaching Mathematics to Individuals with Disabilities	3
	Total Hours	33