

New Program Proposal
Masters of Education in Special Education with concentrations in Twice-Exceptional
(Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and
Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or
Severe Disabilities
Coastal Carolina University

Summary

Coastal Carolina University requests approval to offer a program leading to the Masters of Education degree in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities to be implemented Spring 2016. The proposed program is to be offered through 100% online instruction. The program will complement the current undergraduate program in High-incidence Disabilities by offering graduates courses that will allow them to apply for add-on licensure in Severe Disabilities from the South Carolina Department of Education while earning a graduate degree. Graduates of the program will obtain the required knowledge base to serve students with disabilities as well as those who are gifted and talented. The proposal was submitted to the Commission on May 1, 2015.

The following chart outlines the stages of review for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	5/1/15	Not Applicable
ACAP Consideration	6/11/15	University representatives from Winthrop asked about the possibility of field experiences since the program will be offered 100% online. This concern was subsequently addressed in the Revised Program Proposal.
Comments and suggestions from CHE staff sent to the institution	6/15/15	Staff requested that the proposal be revised to address the concerns expressed by Winthrop University. Staff also asked Coastal for the following updates: 1) revise the program name so that add-on licensure is referred to only as a possible option for graduates of the program; 2) adjust the faculty chart to include the new faculty member for FY 2015-16; and 3) to provide a justification for "other funding" that was included in the budget chart.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	6/26/15	<p>Coastal Carolina responded to concerns raised at the ACAP meeting and subsequently, including the need for the program, the distinction of the proposed program from similar programs offered at the USC Columbia and USC Aiken campuses, and the need for more research in the earlier version of the proposal. Coastal Carolina revised the curriculum chart to reflect more accurately the program.</p> <p>Specific responses from Coastal Carolina to the concerns from Winthrop and staff in the revised proposal are as follows:</p> <ul style="list-style-type: none"> • Practica will include online discussion forums, written assignments, and other various assessments. Live observations of teachers in their practica will be conducted via various technologies and/or videotaped demonstrations of lessons. • The new faculty member hired for Fall 2015 (0.43 FTE) was added to the chart on page 18. • The financial support chart was adjusted for the newly hired faculty member. • The justification for the “other funds” was provided and stated as follows: <p style="margin-left: 40px;">“To cover the shortfall for the first year of the program, “Other Funding” for the program will be made up through existing expenses already incurred by the University and through the growth in enrollment. Coastal Carolina University has experienced 83% growth over the past ten years and expects to continue growing at a rate of 2-3% per year going forward. The funds necessary for this program will become part of the regular budget.”</p> <ul style="list-style-type: none"> • The proposal was adjusted to reflect concentrations instead of add-on certifications since institutions do not recommend graduates for additional certifications in teaching.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Masters of Education degree in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities, to be implemented Spring 2016.

Name of Institution: Coastal Carolina University

Name of Program (include concentrations, options, and tracks):

Master of Education (M.Ed.) in Special Education
Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice -
Exceptional (Emotional Disabilities and Gifted and Talented), Emotional Disabilities,
Intellectual Disabilities, Learning Disabilities, or Severe Disabilities

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 qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation
Spring, 2016

CIP Code
13.0101

Delivery Site(s)
Online

Delivery Mode

- Traditional/face-to-face* Distance Education
*select if less than 50% online 100% online
 Blended (more than 50% online)
 Other distance education

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

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Program Coordinator, Special Education
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Institutional Approvals and Dates of Approval

Internal Institutional Body	Date of Approval
Board of Trustees	5/9/2014
Academic Program	2/16/2015

Internal Institutional Body	Date of Approval
Graduate Curriculum Committee, College of Education	3/25/2015
Dean, College of Education	3/25/2015
Graduate Council	4/2/2015
Faculty Senate	5/6/2015
Provost	5/31/2015
President	5/31/2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of this proposal is to obtain approval to offer a stand-alone Master of Education in Special Education with concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented), Twice-Exceptional (Emotional Disabilities and Gifted and Talented), Emotional/Behavioral Disabilities, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities. Although the South Carolina Department of Education does not offer licensure in the area of Gifted and Talented, students who choose to complete one of the Twice-Exceptional tracks are eligible to apply for licensure in either Learning Disabilities or Emotional Disabilities. The Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 with specializations in Emotional Disabilities, Learning Disabilities, or Intellectual Disabilities. This newly proposed program will replace the current Master of Education program concentration in special education while adding three additional concentration areas, and it will target both general and special educators who are already licensed to teach in their respective fields.

Upon approval of this proposed program, the current special education concentration in the Master of Education in Learning and Teaching program will be phased out. The proposed program will complement our approved undergraduate degree program in High-incidence Disabilities (Multi-categorical) by offering our graduates the opportunity for additional licensure in Severe Disabilities while earning a graduate degree. In addition, students who are interested in serving students who are Twice-Exceptional will be able to apply for licensure in Learning Disabilities or Emotional Disabilities, as well as have the required knowledge base to serve students who possess a gift *and* a disability. Finally, it will respond to the needs of area school districts and address the critical shortage of special educators in South Carolina and nationwide. Offering the program in a distance education format will reach licensed teachers who are unable to make the commute to campus.

List the program objectives. (2000 characters)

The objectives of the M.Ed. program will be 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.
6. 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, learning, or severe disabilities, as well as dually-diagnosed students with a gift and a disability.

Student Learning Outcomes:

1. Design learning environments and provide evidence-based instructional strategies to individualize instruction for positive learning results in general and special curricula.
2. Select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities and dual diagnoses.
3. Effectively review and utilize current research in the field to improve teaching and student outcomes.
4. Conduct and evaluate classroom-based research that can be disseminated in their schools, their district, and for professional audiences through publications and presentations.

Assessment of Need

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

Statewide, special education continues to be a critical needs subject and licensure area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2015), in South Carolina more than 20% of vacant teacher positions in the 2014-15 academic year were in special education across all school levels: the largest share of all unfilled FTEs in the state. Nearly 60% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions" (2015, p.4). CERRA also reported that there were 67.5 unfilled special education teaching positions at the beginning of the 2014-15 school year. Further, across all school grade levels, special education teachers accounted for the greatest number of hires in 2014-15. The new program will seek to address these issues by providing advanced-level special educators who will teach in the state of South Carolina.

Over the past two years, Coastal Carolina University's Spadoni College of Education has received approximately ten inquiries each semester concerning the availability of a master's program; particularly in the areas of Emotional Disabilities or Severe Disabilities. In addition, graduates of the current Master of Education in Learning and Teaching – High-incidence

Disabilities Concentration have indicated dissatisfaction with the core courses offered in that program. In particular, licensed general education teachers have suggested that the core courses are not “special education specific” and the content is “disconnected from the concentration’s courses” (specifically, many of the core content courses do not complement or build off of the concentration courses in special education). The proposed program will address this by offering core courses (regardless of the chosen concentration area) that are specifically relevant to the field of special education and that provide a solid foundation for methods courses in the program.

Within the field of gifted education, *twice-exceptional* students (i.e., students who concurrently possess a gift and a disability), are increasingly gaining attention as to how to adequately serve them (Nicpon, Allmon, Sieck, & Stinson, 2011). South Carolina is a state that both mandates and funds Gifted and Talented Education. In the districts surrounding Coastal Carolina, 19.6% of Horry County students and 17.4% of Georgetown students are considered gifted and talented. This is compared to the state median of 12% (South Carolina Department of Education, 2014). As of 2002, all teachers in Gifted and Talented programs were required to hold an endorsement. There are currently no programs that directly service teachers in the Myrtle Beach, Conway, and Georgetown areas.

Ferri, Gregg, and Heggoy (1997) found that gifted students with a learning disability were less likely to be identified as having a learning disability in elementary school and more likely to be identified for the first time during college. In addition, teachers without training in gifted and talented students were less likely to refer students with an emotional disability for gifted programs because the competitive nature of the programs would not be a good fit (Bianco & Leech, 2010). Twice-exceptional students need specialized teachers who help to identify giftedness that cannot be perceived solely through testing; better understand their abilities; deal with personal, emotional, and social challenges; and set appropriate goals.

The uniqueness of the program, in addition to being flexible in serving both licensed teachers who are interested in an advanced degree in special education and those interested in one of the concentrations, will be that all coursework will be delivered in a distance education format. Currently, only one university in South Carolina offers graduate level coursework in Severe Disabilities. The proposed Master of Education in Special Education will serve teachers in South Carolina and beyond who cannot make the commute to this university. According to the U.S. News & World Report (2013), Special Education is the most frequently offered online master’s degree program. In addition, 86% of these online programs use asynchronous delivery as the most common instructional modality. Although the proposed program at Coastal Carolina University will utilize asynchronous delivery as the primary delivery method, weekly synchronous delivery of instruction (e.g., GoToMeeting) will supplement in order to provide feedback to, and interaction with, students.

There exists a need for more qualified special education teachers in South Carolina. Coastal Carolina University can help meet this need across the state by providing a graduate-level distance education degree program in special education. The proposed curriculum will support the university’s vision to increase the number of high quality online programs by ensuring academic integrity, quality, growth and innovation. This will be done by better preparing graduate candidates to engage as knowledgeable and skilled professionals in the field of special education, and to serve as special education teachers who thoughtfully plan and implement effective, research-based instruction that is responsive to the diverse and multi-faceted needs of their preK-12 students. This new program will assist in increasing the

retention rate and bolstering growth in new areas. Many rural school districts nationally face chronic shortages of highly qualified teachers of students with disabilities. This problem is further exacerbated by the isolation and lack of support that teachers face in these settings and the limited availability of high quality distance teacher education programs. The proposed program is an effort to address these critical needs in the state of South Carolina and beyond.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

According to the *Fall 2014 Teacher/Administrator Supply and Demand Survey* (CERRA, 2015), vacancies in special education and gifted and talented across all school levels accounted for the largest share of unfilled FTEs in South Carolina. **One out of five vacancies** in South Carolina's public schools is in special education. Results of the survey also indicate that approximately 60% of all vacant special education positions are concentrated in the Lowcountry and Pee Dee regions. Employment opportunities for graduates with a Master of Education in Special Education degree can include classroom teacher, district-level support in special education (e.g., consulting teacher, coach), Executive Director of Special Education, and state-level support positions (e.g., Education Associate – Low-incidence Disabilities). In some states, a master's degree may be the required minimum degree to teach students with disabilities (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.). In addition, there is an increasing demand for special educators across the nation. In every state the demand for highly qualified special education teachers exceed the available supply. Also, rural and urban areas have the greatest need for professionals across all areas of special education and gifted and talented (Personnel Improvement Center, National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities, n.d.).

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

Yes

No

If yes, explain. (500 characters)

As indicated previously, the Spadoni College of Education currently offers a Master of Education in Learning and Teaching program with a concentration in Special Education: High Incidence Disabilities PreK-12 and with specializations available in Emotional/Behavioral Disabilities, Learning Disabilities, or Intellectual Disabilities. The current Master of Education program with a concentration in high incidence disabilities is not required to meet the specialized professional association standards for special education because it is not a licensure program (i.e., it is a concentration). This proposed Master of Education in Special Education will be a licensure program, and it will be submitted for recognition by the Council for Exceptional Children (CEC) and national accreditation by the Council for the Accreditation of Educator Preparation (CAEP). This newly proposed program will replace the current M.Ed. program concentration in special education.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. in Special Education	Clemson University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	Converse University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities; offers Deaf/Hard of Hearing concentration
M.Ed. in Learning Disabilities	Francis Marion University	Concentrations in learning disabilities	Does not offer coursework in primarily online format; does not offer concentrations in emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	South Carolina State University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities
M.Ed. in Special Education	University of South Carolina-Columbia	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities, severe disabilities	Does not offer coursework in primarily online format; does not offer concentration in twice-exceptional
M.Ed. in Special Education – Visual Impairment	University of South Carolina-Upstate	None	Does not offer coursework in primarily online format; does not offer concentrations in learning disabilities, emotional disabilities, intellectual disabilities, twice-exceptional, and severe disabilities
M.Ed. in Special Education	Winthrop University	Concentrations in learning disabilities, emotional/behavioral disorders, intellectual disabilities	Does not offer coursework in primarily online format; does not offer concentrations in twice-exceptional and severe disabilities at the graduate level

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	0	0	10	60	18	108
2016-2017	25	149	27	164	32	191
2017-2018	25	151	28	166	32	193
2018-2019	25	152	28	167	32	193
2019-2020	25	152	28	167	32	193

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes
 No

If yes, explain. (1000 characters)

Candidates will be required to have teaching licensure in any preK-12 area. Specifically, candidates must have met the following requirements:

1. A completed application for graduate study;
2. Specified non-refundable application fee;
3. Official transcripts from all postsecondary institutions attended;
4. An earned Bachelor's Degree in a teacher licensure program with an overall cumulative grade point average of 3.0; and
5. Initial, or professional license at the early childhood, elementary, middle, secondary, or pre-K level.

Are there any special articulation agreements for the proposed program?

- Yes
 No

If yes, identify. (1000 characters)

Curriculum

Curriculum by Category*						
Core courses	Twice-exceptional (Gifted and Talented/Learning Disabilities)	Twice-exceptional (Gifted and Talented/Emotional Disabilities)	Emotional Disabilities	Intellectual Disabilities	Learning Disabilities	Severe Disabilities
EDUC 607 Research for Today's Schools (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDUC 608 Nature and Needs of Gifted and Talented Students (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 610 Characteristics of Students with Severe Disabilities (3)
EDSP 600 Applied Behavior Analysis (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3)	EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3)	EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3)	EDSP 691 Instructional Procedures for Students with Learning Disabilities (3)	EDSP 615 Instruction of Students with Severe Disabilities (3)
EDSP 630 Single-case Research (3)	EDSP 690 Specific Learning Disabilities (SLD): Nature and Needs (3)	EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 635 Advanced Topics in Special Education (3)	EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3)
EDSP 606 Instructional Design in Special Education (3)	EDSP 691 Instructional Procedures for Students with	EDSP 671 Methods/Procedures for Learners with Emotional and	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)	EDSP 635 Advanced Topics in

	Learning Disabilities (3)	Behavioral Disorders (3)				Special Education (3)
Curriculum by Category*						
Core Courses	Twice-exceptional (Gifted and Talented/Learning Disabilities)	Twice-exceptional (Gifted and Talented/Emotional Disabilities)	Emotional Disabilities	Intellectual Disabilities	Learning Disabilities	Severe Disabilities
EDSP 640 Behavior Management (3)	EDSP 697 Practicum in Special Education (3)	EDSP 697 Practicum in Special Education (3)				EDSP 697 Practicum in Special Education (3)
EDSP 641: Comprehensive Assessment for Exceptional Learners (3)						

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required

30-33

Course Descriptions for New Courses

Course Name	Description
EDSP 600 Applied Behavior Analysis (3)	Applied behavior analysis is a branch of behavior analysis devoted to the understanding and improvement of human behavior. This course teaches students how to apply basic principles and concepts of behavior analysis to produce effective, ethical, and socially significant change in the behavior of individuals they support. Topics include how to select, identify, and effectively use reinforcers; how to manipulate reinforcement schedules and dimensions of reinforcement to produce the desired effects on behavior; and how to assess the functions of behavior and develop function-based interventions.
EDSP 606 Instructional Design in Special Education (3)	Teachers in the schools need more ways to reach all of their students. This course will help the in-service teacher to learn more about Instructional Design through Differentiated Instruction and applying Universal Design principles. The framework of this class is based on the multiple means of representing information, multiple means of expressing knowledge, and multiple means of engagement in learning.
EDSP 610 Characteristics of Students with Severe Disabilities (3)	This course explores basic concepts and issues that pertain to persons with severe disabilities, including those with intellectual disability, autism spectrum disorder, and multiple disabilities who exhibit extensive or pervasive support needs. Psychological, historical, and medical implications of these disabilities are addressed.
EDSP 615 Instruction of Students with Severe Disabilities (3)	This course focuses on current best practices in curriculum and methods for students with moderate to severe disabilities. Specific strategies for teaching students with moderate to severe disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with moderate to severe disabilities are addressed.
EDSP 620 Language and Communication Skills of Students with Severe Disabilities (3)	This course introduces candidates to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. In addition, the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice-making, and social interaction, are addressed.
EDSP 630 Single-case Research (3)	This class focuses on in-depth study of single-subject research methods including data collection, research designs, data display and analysis, and writing research proposals using single-subject methodology.
EDSP 635 Advanced Topics in Special Education (3)	This course provides a critical examination of current issues surrounding the field of special education, including instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

EDSP 697 Practicum in Special Education (3)*	Supervised field experience requiring a minimum of 60 hours of special education services provided to students with disabilities in the chosen concentration area (Twice- Exceptional, Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities, or Severe Disabilities). Related seminars address timely issues in special education; integrating research-based practices in the classroom; and community resources.
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* Practica will include online discussion forums, written assignments, and other various assessments. Live observations of teachers in their practica will be conducted via various technologies and/or videotaped demonstrations of lessons.

Faculty

Faculty and Administrative Personnel				
Rank	Full-time or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Assistant Professor	Full-time	EDSP 600 Applied Behavior Analysis (3), Spring EDSP 610 Characteristics of Students with Severe Disabilities (3), Summer EDSP 615 Instruction of Students with Severe Disabilities (3), Summer EDSP 620 Language and Communication Skills for Students with Severe Disabilities (3), Spring EDSP 630 Single-case Research (3), Spring	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education Moderate to Severe/Profound Disabilities, including Autism Board Certified Behavior Analyst-Doctoral Level	Program Coordinator of Special Education

Faculty and Administrative Personnel				
Rank	Full-time or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
		EDSP 640 Behavior Management (3), Fall		
Assistant Professor	Full-time	EDSP 606 Instructional Design in Special Education (3), Spring EDSP 670 Characteristics of Learners with Emotional and Behavioral Disabilities (3), Summer EDSP 671 Methods/Procedures for Learners with Emotional and Behavioral Disorders (3), Summer EDSP 690 Specific Learning Disabilities	Ph.D. in Special Education (University of Washington) Special Education Mild to Moderate (Emotional Behavioral Disorders and Learning Disabilities)	

Faculty and Administrative Personnel				
Rank	Full-time or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
		(SLD): Nature and Needs (3), Fall EDSP 635 Advanced Topics in Special Education (3), Fall EDSP 691 Instructional Procedures for Students with Learning Disabilities (3) Summer EDSP 697 Practicum in Special Education (3), Spring		
Associate Professor	Part-time	EDSP 641: Comprehensive Assessment for Exceptional Learners (3), Spring EDSP 692 Foundations and Services for Exceptional Learners (3), Fall	Ph.D. in Special Education (Indiana University-Bloomington) Emotionally Impaired K-12, Elementary Education K-8; Math Education K-9	

Faculty and Administrative Personnel				
Rank	Full-time or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Assistant Professor	Part-time (teaches full-time in Middle Level and Gifted Education)	EDUC 608 Nature and Needs of Gifted and Talented Students (3), Summer EDUC 609 Introduction to Curriculum and Instruction for Gifted and Talented Students (3), Summer	Ph.D. in Curriculum & Instruction Middle School 6-8 (Language Arts and Social Studies)	Developed the two classes in Gifted and Talented, which were recently approved by CHE/DOE
*Associate Professor (beginning 2015-2016)	Full-time	EDSP 680 Characteristics of Individuals with Intellectual Disabilities (3), Summer EDSP 681 Methods for Teaching Students with Intellectual Disabilities (3), Summer	Ph.D. in Special Education (University of North Carolina at Charlotte) Special Education, Moderate to Severe/Profound, Transition/Postsecondary	

Faculty and Administrative Personnel				
Rank	Full-time or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
		EDSP 697 Practicum in Special Education (3), Fall EDSP 606 Instructional Design in Special Education (3), Spring		
*Assistant/ Associate Professor	Full-time	Unknown, but it would be expected that the new hire will be qualified to teach needed core and concentration courses	Unknown	Anticipated hire contingent on enrollment, beginning 2018-2019
Professor	Part-time (Teaches full-time in Educational Foundations)	EDUC 607 Research for Today's Schools (3), Fall, Spring	Ph.D. in Teacher Education – The Ohio State University	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty – 3.00

Staff – .33

Administration - .14

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2015-2016	0	0.00	1	0.14	1	0.14
2016-2017	0	0.00	1	0.14	1	0.14
2017-2018	0	0.00	1	0.14	1	0.14
2018-2019	0	0.00	1	0.14	1	0.14
2019-2020	0	0.00	1	0.14	1	0.14
Faculty						
2015-2016	1	0.43	5	1.29	6	1.71
2016-2017	0	0.00	6	2.71	6	2.71
2017-2018	0	0.00	6	2.86	6	2.86
2018-2019	1	0.57	6	2.43	7	3.00
2019-2020	0	0.00	7	3.00	7	3.00
Staff						
2015-2016	0	0.00	1	0.33	1	0.33
2016-2017	0	0.00	1	0.33	1	0.33
2017-2018	0	0.00	1	0.33	1	0.33
2018-2019	0	0.00	1	0.33	1	0.33
2019-2020	0	0.00	1	0.33	1	0.33

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library is a small academic library with holdings of over 240,000 items in all formats and subscribes to over 30,000 serials and proceedings. Library holdings are accessed through the library catalog; online citation, abstracting, full-text and reference resources; an A-Z list of online resources; and a discovery layer that provides single-search capability for all library resources. Reference services are available all hours the library is open via in-person consultation, chat, email or phone. Course-integrated library instruction is available to all academic departments; instruction sessions conform to ACRL information literacy standards and focus on information resources to facilitate self-directed discovery and lifelong learning.

In addition, the M.Ed. in Special Education program will receive support from the Coastal Office of Online Learning (COOL), which was formed to advance and support the University's ability to offer high-quality and high-value online courses and programs targeting in-demand content areas aligned to the academic strengths of the University. COOL is charged with the following:

- 1) Coordinating development of new online courses and programs by analyzing regional and national trends, consulting with academic departments, and managing development grants and other incentives.
- 2) Promoting high-quality online course design and teaching practices through collaborative development of academic and administrative policies with the university Distance Learning Committee, as well as professional development services and quality assurance protocols managed by the Center for Teaching Excellence to Advance Learning.
- 3) Advancing online learning resources and facilities by collaborating with academic units, the University Distance Learning Committee and Information Technology Services.
- 4) Marketing the *Coastal Online* brand and its programs by collaborating with the Office of University Communications, the Office of Admissions, and the Office of Graduate Studies, as well as academic units.
- 5) Coordinating the support of online learners through orientations conducted by the Office of Admissions, advising services provided by academic units, and technical support offered by Student Computing.
- 6) Providing help-desk services to online instructors using the university's learning management system (Moodle).

Quantitative Analysis of Library Holdings

Monographs. A query of the Library's catalog was conducted to search available titles that support the proposed special education curriculum. Eighteen subject areas relevant to the program were identified in education psychology, special education and education relating to specific disabilities, social and public welfare, U.S. law, internal medicine and pediatrics.

The Library owns 1057 titles to support the Special Education – Multi-categorical Disabilities major. Print materials make up 81% of this collection.

Quantitatively, the collection is strongest in Developmental Psychology representing almost half (45%) of the collection but only 5% of these 481 titles are considered "core" for this subject area. Special education, education of children with disabilities and mental disorders of children and adolescents also high titles counts but low percentages of core titles held.

Kimbel Library owns, on average, 33% of the core titles recommended by *RCL* in the call number ranges relevant to special education. This is higher than the overall library average of roughly 20% core title coverage.

In addition to the owned content enumerated above, Kimbel Library provides access to over 80,000 eBooks via the ebrary Academic Complete collection. Ebrary titles are not included in library holdings as content is subscribed vs. owned and titles are added and deleted each month. As of this report date, ebrary has 552 titles in the call number ranges relevant to special education. The Library also subscribes two streaming video resources that cover all academic

areas. *Films on Demand* and *VAST: Academic Video Online* currently includes over 2000 films relevant to the special education. Kimbel Library is a member of PASCAL (Partnership Among South Carolina Academic Libraries) which offers a rapid delivery system for books and other library materials among member libraries. This enables the Coastal Carolina University patron community to request materials from any academic library in South Carolina and receive them in Kimbel Library in 1-3 days.

A quantitative comparison of the Library's serials holdings was compared against core serials in the Ulrich's Serials Analysis System (USAS), which compares total periodical holdings with a recommended core list of periodicals for libraries using general subject headings. Special Education and Rehabilitation is a subset of Ulrich's Education classification¹. The subscribed 99 core serial holdings in Special Education make up 43% of core serials holdings; 37 (or 37%) of Special Education titles have an ISI impact factor, a measure of citation frequency. Overall, the Library subscribes to over one-third of core journal titles in the listed subject areas.

Qualitative Analysis

Age of collection. The average publication date of special education monographs is 1990 as print monographs make up 81% of special education titles. The average age of media (audio-visual) and eBooks are more recent (2003 and 2005, respectively): 87% of media and nearly 100% of eBooks in the collection are dated year 2000 or later. Over half (66%) of the collection has a publication date prior to 2000. The education collection was updated in 2011 when the library worked with education faculty to assess the education collection, update holdings, and add core titles. This effort is reflected in the relative currency of titles in the call number ranges for education.

It is estimated that approximately \$10,000 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Various existing support services are in place for candidates, including library services and technology support (e.g., main help desk, student computing services, and Moodle resources). Since these services are already in existence, there will be no additional costs.

¹ Note: Ulrich's Serials Analysis System subject headings differ from Library of Congress Subject Headings.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Prince Hall houses the Spadoni College of Education. All classrooms are connected to the internet and have Smart board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. The existing physical plant is sufficient to support this proposed program. One additional office space will be required for a new tenure track faculty member (Fall 2015), and potentially an additional office space will be needed if a new tenure track faculty is hired in 2018. No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration (1)	\$9,971	\$10,170	\$10,374	\$10,581	\$10,793	\$51,888
Faculty and Staff Salaries (2)	\$139,032	\$220,063	\$234,953	\$259,245	\$262,705	\$1,115,999
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$1,500	\$0	\$0	\$0	\$1,500
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$500	\$500	\$500	\$500	\$500	\$2,500
Library Resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Other*	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$151,503	\$234,233	\$247,827	\$272,326	\$275,998	\$1,181,887
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	\$86,335	\$263,047	\$271,124	\$276,635	\$281,617	\$1,178,759
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$65,168	\$0	\$0	\$0	\$0	\$65,168
Total	\$151,503	\$263,047	\$271,124	\$276,635	\$281,617	\$1,243,926
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	-\$0	\$36,186	\$30,817	\$13,896	\$13,442	\$62,039

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Notes:

- (1) Program administration based on .10 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase
- (2) 28% Fringe Benefits included with faculty and clerical/support salaries. Years 2-5 are based on a 2% increase.

Beginning with the 2015-2016 academic year, the University will have three full-time tenure-track faculty in special education. The University projects to identify an additional faculty member in special education for the 2018-2019 academic year based on projected enrollment. Additional support to the University library is projected at an annual expenditure of \$2,000 (5 years @ \$2,000 = \$10,000). Costs for the program will be covered by student tuition. No additional funds for this program are being requested from the state. To cover the shortfall for the first year of the program, "Other Funding" for the program will be made up through existing expenses already incurred by the University and through the growth in enrollment. Coastal Carolina University has experienced 83% growth over the past ten years and expects to continue growing at a rate of 2-3% per year going forward. The funds necessary for this program will become part of the regular budget.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

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 CAEP visit is scheduled for Fall 2018. In 2015 the university's accreditation by the Southern Association of Colleges and Schools (SACS) was reaffirmed. The proposed Master of Education in Special Education will meet the accreditation requirements, including performance assessments, required by NCATE/SCDE.

Annual reports are required for the University (i.e., SACS/COC), NCATE/CAEP accreditation, and the College (i.e., CEC SPA reports). For each report, the program faculty members analyze the data, interpret the results, and discuss the findings of each assessment in regards to impact on the program (e.g., curriculum, scope and sequence) and candidate improvement.

This new program will not lead to initial teacher licensure.

Program assessment comes from two major sources. First, candidates' learning will be assessed through course assignments and the assessments described in this proposal that are required to meet CEC accreditation requirements. The second set of assessment tools uses information from student course evaluations, and faculty produced surveys exploring information derived from various data sources.

Explanation of How Assessment is Used to Make Changes to Program

Coastal Carolina University currently uses the following process for assessment:

Figure 1:

Assessment Cycle for Continuous Improvement



This system of continuous improvement is the foundation for reviewing assessment outcomes at the College level. The College has a formal review process. The Plan for Programmatic Assessment is analyzed by program faculty to inform improvement in the curriculum, instruction, assessment, policy and procedures components of the M.Ed. in Special Education Program. There is a College schedule outlining activities comprising the continuing improvement process derived from various assessments that are ongoing throughout the academic year. The goals, objectives, and logistics of plans derived from assessments are stored in a university-wide assessment system (TEAL Online). In addition, relevant Praxis exam pass rates will be analyzed.

Employment data will be tracked through the Office of Clinical Experiences and Educator Licensure. Surveys will be administered to graduates and to school districts to gather data on graduate satisfaction, alumni satisfaction, employer satisfaction, and graduation rates.

Student Learning Assessment

Expected Student Learning Outcomes	Name of Assessment	Form or Type of Assessment	CEC Standards Alignment
Candidates will be able to demonstrate 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, learning, or severe disabilities.	PRAXIS	State licensure test: Special Education (in chosen concentration area)	CEC Standard 1: 1.1, 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.1, 4.2 CEC Standard 5: 5.1, 5.3, 5.5, 5.6 CEC Standard 6: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
Candidates will be able to conduct and evaluate classroom-based research that can be disseminated in their schools, district, and for professional audiences through publications and presentations.	Single-case Research Proposal	Candidates conduct a literature review and develop a research proposal for a study using single-subject methodology.	CEC Standard 1: 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4: 4.4 CEC Standard 5: 5.6 CEC Standard 6: 6.1 CEC Standard 7: 7.1, 7.2, 7.3

<p>Candidates will be able to design and implement effective lessons using various technologies based on knowledge of students, curricula, and best pedagogical practices.</p>	<p>Universal Design for Learning Lesson Plan</p>	<p>Candidates develop and implement a lesson plan based on their state's curriculum standards for a specific grade and subject in their chosen concentration area. Plan is based on the principles of Universal Design for Learning and includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes.</p>	<p>CEC Standard 1: 1.1 CEC Standard 3: 3.1, 3.2, 3.3 CEC Standard 5: 5.1, 5.2, 5.7</p>
<p>Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision- making appropriate for individuals with disabilities or dual diagnoses.</p>	<p>Positive Behavioral Interventions and Supports Project</p>	<p>Field-based project where candidates identify a challenging target behavior to address (based on functional behavioral assessment) and design and implement an intervention based on the principles of positive behavioral intervention and support.</p>	<p>CEC Standard 1: 1.2 CEC Standard 2: 2.1, 2.2, 2.3 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6: 6.5 CEC Standard 7: 7.2</p>
<p>Candidates will be able to effectively review and utilize current research in the field to improve teaching and student outcomes.</p>	<p>Evidence-based Intervention Paper</p>	<p>Candidates identify a specific behavioral or academic deficit for a student with disabilities in their chosen concentration area. Candidates identify an intervention that may be implemented to address the student's learning needs; conduct a literature review to support the intervention; and</p>	<p>CEC Standard 5: 5.1, 5.6</p>

		develop a manuscript that describes the intervention and its potential use based upon evidence from the literature.	
Candidates will be able to select, conduct, and interpret appropriate assessments for purposes of identification, eligibility determination, instructional planning, evaluation, and collaborative decision-making appropriate for individuals with disabilities and dual diagnoses.	IEP Project	Candidates review assessment information and develop an IEP using software approved by the state for a student with a disability.	CEC Standard 1: 1.2 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6: 6.5 CEC Standard 7: 7.2

Student Learning Assessment

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

ANTICIPATED TIMELINE OF ACCREDITATION

To meet the Council for Exceptional Children (CEC) expectation for traditional preparation programs, the M.Ed. in Special Education will demonstrate alignment with CEC preparation standards and submit a CEC performance-based review. With a Spring 2017 submission, it is anticipated that the program will receive recognition by Fall 2017. The program will submit data that represent two applications of the key assessments aligned with the current CEC standards.

Month	Document Submitted	Document Received	Accrediting Body	Person(s) Responsible
May 1, 2015	Submission of Intent	N/A	CHE	Dr. Susan Flynn
June 1, 2015	Application	N/A	CHE	Dr. Susan Flynn
November/2015	N/A	Notification of Initial Approval	CHE	Dr. Edward Jadallah Dr. Susan Flynn
December/2015	Program Proposal	N/A	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
July 2016	N/A	Notification of State Approval	SC Office of Educator Preparation	Dr. Rachel Harvey Dr. Susan Flynn
Spring 2017	SPA National Recognition Report	N/A	Council for Exceptional Children (CEC)	Dr. Susan Flynn
Fall 2017	N/A	CEC Notification of Approval	Council for Exceptional Children	Dr. Susan Flynn

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

It is expected that students who successfully complete the M.Ed. in Special Education program will qualify for licensure at the Master's level in one of the concentration areas. It is not an initial licensure program. Coursework in each of the concentrations were approved by the SCDE and meet the current requirements for licensure in each area. In addition, concentration coursework is aligned with Praxis exam content.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification:

Emotional Disabilities;
Intellectual Disabilities;
Learning Disabilities; or
Severe Disabilities

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

The M.Ed. in Special Education is aligned with CEC preparation standards and will be submitted for approval through the CEC performance-based review.

CEC Preparation Standards and Key Assessments

Learner Development and Individual Learning Differences
<i>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.</i>
Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
Learning Environments
<i>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.</i>
Key Elements
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.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
Curricular Content Knowledge
<i>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</i>
Key Elements
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 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.
Assessment
<i>4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</i>
Key Elements
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
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.
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.
4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Instructional Planning and Strategies
<i>5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.</i>
Key Elements
5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
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.
5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities
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.
5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
Professional Learning and Ethical Practice
<i>6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</i>
Key Elements
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 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.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
Collaboration
<i>7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community</i>

agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

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.