

Proposal from
WINTHROP UNIVERSITY
to the
South Carolina Commission on Higher Education
to modify the
MASTER OF EDUCATION IN SPECIAL EDUCATION
to the
MASTER OF EDUCATION IN SPECIAL EDUCATION INTERVENTION

Debra C. Boyd, Acting President and Provost

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Program Overview

A. Classification

1. Name of Proposed ProgramMaster of Education in Special Education
Intervention
2. Academic units involved.....Richard W. Riley College of Education
3. LevelGraduate
4. Proposed date of implementation.....Summer 2015
5. CIP code.....13.1017
6. Program.....Modification
7. SiteWinthrop campus
8. Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards...NO
9. Delivery mode..... Blended online and traditional
10. Teacher Education Certification area....Special Education

B. Institutional Approval

The program modification was approved by the following:

- Department of Counseling, Leadership and Educational Studies – April 1, 2013
- College of Education Curriculum Committee – April 21, 2013
- College of Education Faculty Assembly – November 6, 2013
- Winthrop University Teacher Education Committee – November 12, 2013
- Winthrop University Graduate Council – December 6, 2013
- Winthrop University Graduate Faculty Conference – March 11, 2014
- Winthrop University Provost and Vice President for Academic Affairs – April 1, 2014
- Winthrop University President – August 1, 2014

C. Purpose

The purpose of the Master of Education (M.Ed.) in Special Education Intervention is to prepare special education teachers to build, lead, and participate in a response to intervention program and to coordinate and deliver evidence-supported interventions in the areas of behavior, literacy, and numeracy. The M.Ed. in Special Education Intervention is developed to specifically address all Council for Exceptional Children (CEC) standards for Advanced Special Education Academic Intervention certification programs. The program is not designed to meet South Carolina course requirements for certification in special education; therefore, the program will not lead to initial or add-on licensure in special education. Graduates will be qualified to work in schools and districts as interventionists and response-to-intervention facilitators.

With blended delivery of the program (between 80-90% of the course materials delivered online), the M.Ed. in Special Education Intervention will be more accessible to practicing teachers who desire to work as interventionists. Two courses will be offered fully online during the fall and spring terms; the two courses offered in the summers will be a combination of online and traditional delivery with class sessions offered on campus. With this form of delivery, we will recruit cohorts of 20 students annually.

Objectives of the program include:

1. To develop special education interventionists who will apply valid and reliable assessment practices (2012 CEC Advanced Academic Intervention Specialist, Standard 1).
2. To train special education interventionists to improve programs, supports, and services based on knowledge of intervention and standards-based core curricula (2012 CEC Advanced Academic Intervention Specialist, Standard 2).
3. To prepare special education interventionists who will facilitate the improvement of systems-level delivery of core and intervention curricula (2012 CEC Advanced Academic Intervention Specialist, Standard 3).
4. To develop special education interventionists who will evaluate program effectiveness and make recommendations in professional practice (2012 CEC Advanced Academic Intervention Specialist, Standard 4).
5. To prepare special education interventionists to provide leadership in program development and deliver professional development in creating effective environments (2012 CEC Advanced Academic Intervention Specialist, Standards 5 and 6).
6. To develop special education interventionists to collaborate with all stakeholders in a tiered structural support in an effort to improve outcomes for students (2012 CEC Advanced Academic Intervention Specialist, Standard 7).

D. Justification for the Program

The Richard W. Riley College of Education has had a long-standing Master's degree program in Special Education. This is an important program for the College and for the State of South Carolina. The rationale for the program modification is threefold: (1) to more effectively address contemporary trends in the profession of special education, (2) to prepare special education teachers for the changing role in a multi-tiered structural support system, and (3) improve the behavioral and academic performance of students who are underachieving.

The first goal is to address national trends in the profession. The 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) provided an option for schools to use a response to intervention (RtI) framework in which to provide interventions for underperforming students. The RtI framework was not necessarily part of special education programs in schools. If completed correctly, students would receive intervention services through the RtI framework before being formally referred to special education. This option has been legislated in many states through various names such as Scientific Research-based Interventions, Multi-tiered System of Supports, Response to Instruction and Intervention, and simply Response to Intervention. The recently adopted CEC standards allows for a certification in Academic Intervention.

The second goal is to prepare special education teachers for this new role as an interventionist. Although the term “interventionist” does not necessarily require a teacher to be certified in special education, the role of many special educators has changed to include more preventative services. The modifications made to this program will prepare special education teachers to assess student performance and deliver scientifically-validated academic and behavioral interventions in an effort to improve the learning outcomes of students identified as needing support and at-risk for placement in special education.

A third goal is to improve the academic and behavioral performance of P-12 students who are underachieving. Based on the feedback from the Winthrop Special Education Advisory Committee, a committee of advanced professionals who provide feedback on our program from multiple states (KA, MA, PA, SC, VT, and WI), as well as meetings with personnel from the surrounding school districts (Rock Hill, York 1, Fort Mill, Chester, and Lancaster), we are given a consistent message that the role of special educators has changed. Special education teachers are working in both inclusive and pull-out settings to delivery interventions; and general education teachers are also moving into this role since these interventions are being delivered to struggling students who either may or may not have a disability label. An increased number of schools and school districts in South Carolina and across the country are moving to a tiered intervention approach that will require teachers to receive the type of training this program provides. The program will also benefit South Carolina because the newly adopted *Read to Succeed* legislation that requires interventions. The overarching goal of this program is to develop teachers’ capacity to improve the academic and behavior outcomes of those P-12 student receiving interventions.

E. Enrollment

The proposed M.Ed. in Special Education Intervention will serve more South Carolina teachers through a modified program of study that is specifically designed to prepare teachers for the new role of interventionist. It is expected that teachers of students with exceptional learning needs will be more interested in this program and fill a majority of the spaces in the program. However, licensed teachers in other fields who are serving as instructional coaches, district RtI

administrators, and others will be welcomed. This will provide a larger pool of potential candidates for the program.

Applicants for admission to the Master of Education degree program in Special Education Intervention must hold a bachelor's degree from an accredited college or university and must meet the following requirements to be eligible for consideration:

1. Submit a complete application for Graduate Admission including a statement of professional goals;
2. Submit a copy of a current South Carolina State Department of Education Class III Professional Certificate or the equivalent from another state;
3. Provide a verified copy of the Specialty Area test of the PRAXIS Examination, or equivalent, for the current area of one's certification or the South Carolina Teaching Area Examination;
4. Possess an undergraduate grade point average of 2.75 on a 4.0 scale in the last 60 hours of the graduate candidate's undergraduate course work; an official GRE score of 150 on the verbal reasoning section and 142 on the quantitative reasoning section (post August 2011 exam) or a combined score of 900 (pre August 2011 exam); or an official score of 392 or above on the Miller Analogies Test (MAT).

A cohort model will be employed requiring six terms to complete the program (including two summers). The goal for the M.Ed. in Special Education Intervention program is to have cohorts of 20 candidates enrolled each year, beginning in summer 2015. Each will take a six semester sequence of courses ending in spring of the second year. In Year 1, the cohort takes six credit-hours in the summer and six credit-hours during fall and spring semesters. In Year 2, the cohort takes six credit-hours in summer and six credit-hours in fall and spring semesters. A second cohort of twenty students will begin when the first cohort is in their second year. With an estimated attrition of 3 students per year, it is expected there will be 37 students enrolled in the second and subsequent years of the program.

ESTIMATED STUDENT ENROLLMENT

YEAR	SUMMER		FALL		SPRING	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	20	120	20	120	20	120
2016-2017	37	222	37	222	37	222
2017-2018	37	222	37	222	37	222
2018-2019	37	222	37	222	37	222
2019-2020	37	222	37	222	37	222

F. Curriculum

The special education faculty has redesigned the Master of Education in Special Education – now titled the Master of Education in Special Education Intervention – to meet the recently adopted 2012 Council for Exceptional Children (CEC) standards and better meet the changing needs of P-12 schools and school districts. First, we reorganized the course sequence to build student knowledge successively through the program. Second, we created two new courses and modified four other courses to the program to better meet the required breadth and depth of knowledge needed of a special education interventionist (see below for the new course titles). Third, we analyzed the content of each course to ensure that the information was relevant to the 2012 CEC standards for Academic Intervention Specialist. Coursework is now aligned with said standards. Fourth, we changed all the program key assessments to align with 2012 CEC standards and to enable candidates to demonstrate the necessary knowledge and skills.

Required Program Sequence

Except for EDUC 640, EDUC 681, SPED 561, all courses must be taken in sequential order as listed below:

Course	Semester Hours
SPED 663 Advanced Academic Interventions (Title Change)	3
SPED 561 Characteristics of Students with LD	3
SPED 610 Positive Behavior Intervention and Support (New Course)	3
EDUC 640 Educational Research	3
SPED 613 Issues and Trends in Special Education	3
EDUC 681 Advanced Educational Psychology	3
SPED 671 Advanced Formative Assessment in Special Education (Title and Course Description Change)	3
SPED 680 Mathematics Interventions (New Course)	3
SPED 618 Facilitating K-Postsecondary Transition and Support (Title Change)	3
READ 620 Literacy Strategies for Struggling Learners	3
EDUC 670 School and American Society	3
SPED 694 Advanced Studies (Course Description Change)	3

Total Semester Hours

36

Assessment of Student Learning Outcomes

	Name of Assessment	Types or Form of Assessment	When the Assessment is Administered
1	Licensure assessment, or other content-based assessment	SPED 613 Intervention Research Final Exam	End of Spring semester Year 1
2	Assessment of content knowledge in special education	SPED 561 Final Exam	End of Fall semester Year 1
3	Assessment of candidate ability to plan instruction	SPED 694 Action Research Portfolio	Spring semester Year 2
4	Assessment of internship, practicum, or other clinical experience	SPED 671 Progress Monitoring Project	Fall semester Year 2
5	Assessment of candidate effect on student learning	SPED 694 Action Research Portfolio	Spring semester Year 2
6	Additional assessment that addresses CEC standards (required)	SPED 610 Positive Behavioral Intervention Strategy	Fall semester Year 1
7	Additional assessment that addresses CEC standards (optional)	SPED 680 Math Intervention Strategy	Fall semester Year 2

New Course Descriptions (2 new courses and 2 new course descriptions)

SPED 610 Positive Behavior Intervention and Support – new course

Catalog Description: This course focuses on designing and implementing positive behavioral interventions and supports for students with significant behavioral challenges using principles of applied behavior analysis.

SPED 671 Formative Assessment in Special Education – modified course

New Catalog Description: This course focuses on the use of assessment to drive instruction and intervention. Emphasis is placed on curriculum-based assessment and measurement and error pattern analysis procedures to monitor student progress during the implementation of research-based interventions.

SPED 680 Mathematics Interventions for Students with Learning Difficulties – new course

Catalog Description: This course focuses on mathematics interventions and instructional supports for students who struggle acquiring and maintaining mathematics skills. Course content will range from evidence-based instruction, interventions, and assessments addressing early numeracy through secondary mathematics content.

SPED 694 Advanced Study in Special Education Intervention – modified course

New Catalog Description: This course will require candidates to implement an action research project to address an identified need of students with disabilities or at risk-students. Candidates will conduct a literature review on a research-based intervention to address the need identified, design and implement an intervention based on the literature review, and disseminate findings.

G. Faculty

No faculty changes will be required for the program modification. No new faculty will be needed to support the proposed modification.

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Winthrop University

Name of Primary Department, Academic Program, or Discipline: M.Ed. Special Education Intervention

Date Form Completed: August 2014

1	2	3	4
NAME (F, P)	COURSES WILL TEACH Including Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Brad Witzel (F) Professor, Special Education Department of Counseling, Leadership and Educational Studies	SPED 613 Issues and Trends in Special Education (G, 3 credit hours) SPED 694 Advanced Studies in Special Education (G, 3 credit hours) SPED 561 Characteristics of Students with Learning Disabilities (G, 3 credit hours) SPED Mathematics Interventions (G, 3 credit hours)	Ph.D. – University of Florida Special Education: Learning Disabilities and Mathematics, 2001 M.Ed. – University of Florida Special Education: Mild Disabilities, 1999 B.S. – James Madison University Psychology and Special Education, 1994	Gifted Education, 2011 Virginia Teaching Certificate Endorsements: Mental Retardation, Emotional Disorders, Learning Disabilities, 1999 Author/co-author of six books, an Institute of Education Sciences practice guide, and numerous chapters, articles, reports, and instructional guides. Books: <i>Rigor for students with special needs.</i> (2014). Larchmont, NY: Routledge. <i>Building number sense through the common core.</i> (2013). Thousand Oaks, CA: SAGE. <i>Solving equations: An algebra intervention.</i>

			(2011). Boston, MA: Pearson. <i>RtI in mathematics</i> . (2010). Thousand Oaks, CA: Corwin. <i>Computation of integers: Math intervention for elementary and middle grade students</i> . (2010). Boston, MA: Pearson <i>Computation of fractions: Math intervention for elementary and middle grade students</i> . (2009).
Debra Leach (F) Associate Professor, Special Education Department of Counseling, Leadership and Educational Studies	SPED 663 Advanced Academic Interventions (G, 3 credit hours) SPED 671 Advanced Formative Assessment in Special Education (G, 3 credit hours) SPED 610 Positive Behavior Intervention and Support (G, 3 credit hours)	Ed.D. – Florida Atlantic University Exceptional Student Education: Autism, Early Intervention, 2007 M.Ed. – University of Florida Exceptional Student Education: Emotional Handicaps and Mental Handicaps, 1996. B.Ed. University of Florida Exceptional Student Education, 1995	Certified Infant Toddler Developmental Specialist, 2006 Board Certified Behavior Analyst, 2005 Author of two books and numerous journal articles and book chapters. Books: <i>Bringing ABA into home, school, and play for young children with autism spectrum disorders and other disabilities</i> . (2012). Baltimore, MD: Brookes. <i>Bringing ABA into your inclusive classroom: A guide for improving outcomes for students with autism spectrum disorders</i> . (2010). Baltimore, MD: Brookes.
Elke Schneider (F) Professor, Special Education Department of Counseling, Leadership and Educational Studies	READ 620 Literacy Strategies for Struggling Learners (G, 3 credit hours)	Ph.D. – Katholische Universitat Echstatt, Germany Applied Linguistics: Learning Differences/Learning Disabilities, 1998 B.A. – University of Munich, Germany German Literature and Linguistics, English Literature and Linguistics, 1988	Beginning Level and Advanced Level Multisensory Structured Literacy Instruction (5 graduate credits with 130 contact hours in theory and practica), 1996 Dyslexia workshops (500 contact hours), 1994 Teacher State Exams for Secondary Education (Germany), 1993 International Council of Communication Certification (German Council of Volkschhochschulen, 1987

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<p>Rebecca Evers (F) Professor, Special Education Department of Counseling, Leadership and Educational Studies</p>	<p>SPED 618 Facilitating K-Postsecondary Transition and Support (G, 3 credit hours)</p>	<p>Ed.D. - Northern Illinois University Special Education, 1994</p> <p>M.A. - Western Michigan University Special Education, 1969</p> <p>B.A.- Illinois College Liberal Arts, English, 1966</p>	<p>Courses in Education: Mentally Handicapped - Western Illinois University, 1967-68</p> <p>Type 10 Certification-Special Education: State of Illinois</p> <p>Book: <i>Planning effective instruction for students with learning and behavior problems.</i> (2011). Columbus, OH: Merrill / Pearson.</p>
<p>Lisa Harris (F) Associate Professor, Educational Research and Technology Department of Counseling, Leadership and Educational Studies</p>	<p>EDUC 640 Educational Research, Design and Analysis (G, 3 credit hours)</p>	<p>PhD - University of South Carolina Educational Psychology and Research, Research Track, 2008</p> <p>MLIS - University of South Carolina Library and Information Science, 1995</p> <p>BA - Wofford College English and Philosophy, 1993</p>	<p>Olweus Bullying Prevention Program Trainer Training, July 17-19, 2012</p> <p>Positive Behavior Interventions and Supports Training, Oct-Nov 2011</p>
<p>Carol Marchel (F) Professor, Educational Psychology Department of Curriculum and Pedagogy</p>	<p>EDUC 681 Advanced Educational Psychology (G, 3 credit hours)</p>	<p>Ph.D. - University of Tennessee Educational Psychology, 1998</p> <p>Graduate course work - University of Minnesota Educational Psychology, 1985-1993</p> <p>Master of Science - University of Wisconsin-La Crosse School Psychology, 1977</p> <p>Bachelor of Science - University of Wisconsin-Stevens Point Psychology, 1975</p>	<p>1989-2009 National Certification in School Psychology</p>
<p>A.J. Angulo (F) Professor, Educational Foundations Department of Curriculum and Pedagogy</p>	<p>EDUC 670 Schooling in American Society (Fall, G, 3 credit hours)</p>	<p>Ed.D. – Harvard University Learning and Teaching: Foundations of Education, 2003</p> <p>Ed.M. - Harvard University Learning and Teaching: Foundations of Education, 2001</p> <p>M.Ed. – University of Georgia Foundations of Education; Instructional Technology, 1999</p> <p>B.A. – Calvin College English, 1996</p>	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

H. Physical Plant

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed program modification.

I. Equipment

No new equipment needs are anticipated for the proposed modified program. All classrooms in the Withers Building have Smart technologies, and the COE offers equipment and technology to support the program through its Instructional Technology Center. This program modification will entail the use of online learning for many courses. Winthrop University has adopted Blackboard 9.1 for its online learning management system. The resources for online learning programs are sufficient to provide reliability, speed, and confidentiality of connection in Blackboard. The College of Education at Winthrop University also provides the online collaboration platform Blackboard *Collaborate* (formerly *Elluminate*) for synchronous online classes. Additionally, the College of Education makes available Polycom systems and TeachScape *Reflect* 360-degree video/analysis systems to support learning via online or traditional instruction.

J. Library Resources

Dacus Library offers a rich and evolving mix of resources to support Winthrop's academic programs. In addition to traditional books, journals, databases, and e-journals, the library also provides educational online streaming videos (Films on Demand), over 80,000 scholarly ebooks in ebrary's Academic Complete collection, plus a recently begun demand-driven acquisitions program.

The library is well-positioned to support the modified M.Ed. in Special Education Intervention program. The library has long taken a strategic approach to covering all the aspects important to education—both at undergraduate and graduate levels. The library staff works actively with the College of Education faculty to understand the needs of its academic programs and engages with the faculty in systematically seeking out quality library resources. This relationship enables the library to keep abreast of new developments across the knowledge spectrum within Winthrop's education programs. This approach and ongoing commitment of the library is evidenced by a steady stream of new resources related to special education and instructional intervention, including material on the topics of inclusive education, children and youth with disabilities, teaching exceptional children, reading disabilities, attention deficit disorder and dyslexia, learning disabilities, mental disorders of children and adolescents. The library also makes available material on more general education topics that support the supporting graduate courses,

including material on the history of education, educational psychology, school organization, social aspects of education, and educational research.

Dacus Library's General Collection consists of 622,316 unique titles with a volume count of 694,933. The library receives 563 different print subscriptions and provides access to over 60,000 electronic journals covering all subjects. Within this collection, there are 16,919 education print books with a circulation of 55,974. In special education topics specifically, there are 3,459 print books with a circulation of 28,652.

The library has a subscription to the Ebrary Academic Complete Collection, a growing e-book collection containing the full text of over 140,000 e-books spanning all academic subject areas. This collection includes the full text of 5,834 monographs in the field of education and 1,714 specifically related to special education.

The library has access to over 100 electronic databases. The most relevant databases for the field of special education include: Academic OneFile, Academic Search Complete, Education Full Text (W.H. Wilson), Educator's Reference Complete, ERIC, PsycINFO, SocINDEX with Full Text, and Teacher Reference Center.

The Dacus Library journal collection is maintained in several formats. With the advent of electronic journals, most journals, including both current and back issues, are available electronically. The library has access to over 2,000 electronic journals in the field of education, organized by subject on an e-journal web page, many of which are applicable to the proposed modified program. The library continues to subscribe to those relevant journals not available electronically.

The library has been a part of the U.S. Federal Depository Library Program since 1896. As a selective depository, Winthrop receives approximately 35 percent of the documents published by the U.S. government. The library also links to numerous official federal government websites and sources of information available via internet, providing ready access needed by the Special Education program. Dacus also offers a substantial reference collection. A few of the notable reference sources in special education include: *The Encyclopedia of Education*, *the Encyclopedia of Educational Psychology* (2008), *The Encyclopedia of Special Education*, *Special Education: A Reference Book for Policy and Curriculum Development* (2009), *The Encyclopedia of Learning Disabilities* (2nd edition), *EDM: The Educator's Diagnosotic Manual of Disabilities and Disorders*, and *The Autism Encyclopedia*.

In addition to in-house library holdings, Dacus Library maintains four cooperative arrangements that greatly expand availability of resources to support academic programs, including the M.Ed. in Special Education Intervention. These include: Digital Information for South Carolina Users (DISCUS), Partnership Among South Carolina Academic Libraries (PASCAL), and Carolina Consortium.

A portion of the library's annual book budget is allocated to the department for the purpose of purchasing books. Each department has a faculty member who serves as a liaison to the library. Additionally, each library serves as a subject specialist/liaison in an area based on their

educational training and interest. With this system, new and revised courses and programs, accreditation standards, and emerging student and faculty needs are continually reviewed. This system with the library should meet most of the needs of the proposed modified program. However, if additional materials are needed during initial implementation of the modified program, the College of Education's operating budget is sufficient to handle those costs.

K. Accreditation, Approval, Licensure, or Certification

The Professional Education Unit (PEU) is fully accredited by NCATE (currently known as CAEP) which applies to both initial teacher preparation and graduate advanced preparation levels. The M.Ed. in Special Education program was approved by NCATE. Additionally, Winthrop's undergraduate initial preparation programs (B.S. in Special Education Learning/Emotional Disabilities and B.S. in Special Education Mental/Severe Disabilities) are approved by the Council on Exceptional Children (CEC) specialty professional association. With the next CAEP accreditation and program approval process, we will use the new 2012 CEC standards for advanced preparation programs. The proposed program modification does not impact program accreditation and will not cause the program to be subject to any other accreditation or approval.

Winthrop's next accreditation on-site review by CAEP is scheduled for Fall 2018. Winthrop will use CAEP's new standards and guidelines in the next accreditation review and will follow the process that is to be established by the forthcoming CAEP/State Partnership Agreement for accreditation and program approval processes.

Graduates of the modified program will not be subject to any licensure or certification by any public or private agency. However, the modified program will make graduates of the program more employable for interventionist-type positions that are becoming more available in South Carolina and other states.

Winthrop University is regionally accredited by the Southern Association of Colleges and Schools (SACS).

L. Estimated Costs and Sources of Financing

The table below displays the estimated new costs for the proposed modified program. Because we are using existing faculty, staff, and facilities, new costs are minimal. The projected increases in enrollment created by this program modification will exceed new program expenditures.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	33,365	33,365	33,365	33,365	33,365	166,825
Faculty Salaries	155,223	155,223	155,223	155,223	155,223	776,115
Graduate Assistants	10,763	10,763	10,763	10,763	10,763	53,815
Clerical/Support Personnel	8,117	8,117	8,117	8,117	8,117	40,585
Supplies and Materials	3,500	3,500	3,500	3,500	3,500	17,500
Library Resources	0	0	0	0	0	0
Equipment	1,000	1,000	1,000	1,000	1,000	5,000
Facilities	0	0	0	0	0	0
TOTALS	211,968	211,968	211,968	211,968	211,968	1,059,840
SOURCES OF FINANCING BY YEAR						
Tuition Funding	200,520	370,692	370,692	370,692	370,692	1,684,368
Program-Specific Fees	0	0	0	0	0	0
State Funding	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0

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Other Funding	0	0	0	0	0	0
TOTALS	200,520	370,962	370,962	370,962	370,962	1,684,368