

NEW PROGRAM PROPOSAL FORM

Name of Institution:

Name of Program (include degree designation and all concentrations, options, or tracks):
MS in Adapted Physical Education

Program Designation:

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

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 13.1314

Delivery Site(s): 51102

Delivery Mode:

- | | |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input checked="" type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

Ali Brian, Assistant Professor, Doctoral Program Coordinator, (803) 777-3101, abrian@sc.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Physical Education Department Chair, Collin Webster: February 6, 2018
College of Education Dean Pedersen: April 20, 2018
Board of Trustees Approval: June 27, 2018

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

This degree meets the needs of continuing professional education for certified teachers who work with, or aim to work with, children and adolescents with disabilities in physical education settings. The MS degree in Adapted Physical Education will be the only such program in the state and one of 10 nationally. In addition, it will be delivered 100% online. The Physical Education department is ranked 4th in the Global Ranking of Sport Science School and Departments.

This program will enable teachers in SC, as well as teachers in other states, to better serve diverse youth. Coursework will present opportunities for teachers to use research-driven, evidence-based practices; problem-based learning leading to creative solutions; and community engagement. The outcomes of this program align with the University's mission to educate the state's citizens through teaching, research, and community engagement. With 100% online delivery, this program will impact current teachers in schools across South Carolina and across the nation. This program also aligns with the COE strategic plan in relation to (1) the use of cutting-edge technology to improve instruction and deliver programs and (2) fostering a respect for diversity in the academic functions of the college.

Assessment of Need

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

1. Adapted physical education is typically taught by Certified Adapted Physical Education (CAPE) teachers. A CAPE certified teacher (who also has a teaching certificate in physical education and/or related work experience) is considered "highly qualified" to teach adapted physical education in PK-12 schools. CAPE informs curricular best practices, planning, and instruction and assessment in adapted physical education. A CAPE certified teacher has, in part, taken and passed the Adapted Physical Education National Standards (APENS) content exam as part of the certification process (additional information on CAPE certification requirement can be found on page 14). Accordingly, our M.S. program is aligned with CAPE best practices and the APENS standards.
2. The Individuals with Disabilities Education Act (IDEA) is legislation that ensures students with a disability are provided with Free Appropriate Public Education. This legislation provides children with disabilities the same opportunity for education through the use of Individualized Education Plans (IEP). Under this legislation physical education teachers are considered direct service providers and, therefore, part of the Individualized Educational Plan (IEP) team. As part of the IEP team the physical educators are required to design program and individual goals and objectives for every child with a documented disability. Research shows physical educators (1) often feel unprepared to contribute effectively to the IEP process, (2) struggle to accommodate students with disabilities in inclusive settings and (3) often cite minimal academic preparation as a cause of their lack of readiness to teach students with disabilities (Block & Obrusnikove, 2016; Lee, Burgeson, Fulton & Spain, 2007;). In addition, a recent survey of practicing physical education teachers revealed that 83% of respondents (n=74) has a bachelor's degree while only 12% has certification in adapted physical education (Lirgg, Gorman, Merrie, Shewmake, 2017).

3. Within the state of South Carolina, there is a 92% shortage for Adapted Physical Educators given the demand for providing services for students with disabilities (Jiang, 2012). A survey of local teachers ($N = 60$) revealed that 50% of respondents would choose to enroll in further coursework in Adapted Physical Education or similar certificate programs. This survey was sent out via email through the district office in school districts surrounding Columbia in Fall of 2016. The College of Education Assistant Dean for Professional Partnerships assisted in connecting the department with personnel in the local districts who could send the survey out to physical education teachers. Approximately 100 physical educators received the survey and 60 surveys were returned.
4. There are no other Adapted Physical Education programs in South Carolina. Similar programs exist in Virginia, Michigan, New York, Georgia, and several other states, with the closest in proximity existing at University of Georgia. There are currently no 100% online programs as our proposed program will be. Enrollment in face-to-face programs ranges from 6-20 students. Hybrid programs show enrollments ranging from 25-43 students. Given that this program will be 100% online we anticipate higher enrollment than these face-to-face and hybrid approaches. Higher enrollments corresponded with programs that received federal funding via Office of Special Education Programming training grants.

Transfer and Articulation

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

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Adapted Physical Educator	Not Available (see Note 2 below)			3,400 openings 2016-2026 (see Note 1 below)	Labor Bureau (wages and employment trends; see link below) Career One-Stop
			277 Current postings on indeed.com. 111 Current postings on monster.com		Indeed.com and monster.com national job search engines. Searched these two national job search engines on 11-9-2018 using search terms “adaptive physical education” and “adapted physical education”

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Expected jobs nationally:

NOTE:

1. In 2016, the Bureau of Labor statistics report 41,000 adapted physical educators nationally. The Labor Bureau projects faster than average growth in this profession from 2016-2026 with a 10%-14% growth and 3,400 job openings. <https://www.onetonline.org/link/summary/25-2059.01#WagesEmployment>

2. Per the Labor Bureau and Career One-Stop no employment data for employment for adapted physical educators in South Carolina has been reported. Please see the link below. <https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Adapted%20Physical%20Education%20Specialists&onetcode=25205901&location=SC>

After polling Western Michigan University, SUNY-Brockport, and Wisconsin-LaCrosse, across the past three years, approximately 95% of all graduates were employed as either adapted physical educators or general physical educators. The remaining 5% chose other fields.

Description of the Program

Year	Projected Enrollment								
	Fall Headcount			Spring Headcount			Summer Headcount		
	New	Total	Total Credit Hours	New	Total	Total Credit Hours	New	Total	Total Credit Hours
2019-2020	10	10	90	0	10	90	10	20	120
2020-2021	15	28	225	0	28	213	15	43	252
2021-2022	15	39	285	0	39	267	15	50	282
2022-2023	15	41	300	0	41	282	15	50	282
2023-2024	15	41	300	0	41	282	15	50	282

Explain how the enrollment projections were calculated.

The program only admits new students in Fall and Summer. We anticipate that approximately half of students who begin in a fall semester will complete in one year with the remaining completing in approximately 2 years. We anticipate that half the students starting in summer will likely graduate at the end of the following summer with the remaining completing in approximately 2 years (graduating at the end of the next spring semester). As with any program, there would be natural attrition of students who do not continue in the program. This is accounted for with 3 students (approximately 10%) not continuing each year after the first year due to attrition.

We surveyed all the graduate directors from existing APE programs at SUNY-Brockport, UW-Lacrosse, Oregon State, Western Michigan, Ohio State, Texas Women’s University, and University of Virginia. Enrollment data they provided ranged from 10-45 for brick and mortar programs. No 100% online programs currently exist as this proposed program will be. With the enrollment at other programs and the attractiveness of online delivery, we project the enrollment as described in the table.

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

- Yes
- No

Enrollees must possess 1 of 3 options:

- A: a current or previous teaching certification
- B: 3 years + experience in a similar field (e.g., para-professional)
- C: GRE or MAT scores

Curriculum

New Courses

List and provide course descriptions for new courses.

New Courses

PEDU 715 - Introduction to Adapted Physical Education, Activity, and Sport: Focuses on content knowledge foundational to adapted physical education, activity, and sport programs in self-contained and/or itinerant settings for children with moderate to severe disabilities.

PEDU 716 - Universal Design for Learning in General Physical Education: Focuses on knowledge and skills to design and implement an effective curriculum design, lesson planning and assessment for inclusive physical education settings.

PEDU 717 - Practicum in Adapted Physical Education: Focuses on the techniques, methodologies, and philosophies of adapted physical education teachers.

PEDU 720 - Theories and Principles of Motor Learning and Control: Applications for Adapted Physical Education: Focuses on the knowledge of principles/theories of learning and memory applied to motor skill acquisition with an emphasis on factors influencing and the development of successful instructional and training strategies among individuals with disabilities.

PEDU 771 - Theories and Principles of Growth and Motor Behavior: Applications to Adapted Physical Education: Focuses on knowledge of growth and motor development principles from theory and research with applications for teaching and coaching individuals with disabilities.

PEDU 788 - Action Research Project in Adapted Physical Education: Focuses on knowledge and skills to design and implement an action research project designed for self-reflective systematic inquiry and improvement of teaching in inclusive physical education settings.

Existing Courses:

PEDU 650 - The Art and Science of Coaching: Coaching principles and application to sport programs across a variety of developmental levels.

PEDU 710 - Measurement and Research in Physical Education: The treatment of current theory and practice of testing, evaluation, and research in physical education, with emphasis on the methods and tools of research.

PEDU 730 - Psychological Aspects of Athletic Performance and Injury Rehabilitation: The application of psychological principles from motivation, arousal regulation, individual differences and psychological skills for enhancing athletic performance and injury rehabilitation

EDEX 710 - Legal Issues in Special Education (or other course approved by advisor): Analysis of legislation, litigation, and administrative rulings related to special education. Emphasis on the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

Total Credit Hours Required:

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
PEDU 715 -1 st 8 weeks*	3	PEDU 716 1 st 8 weeks*	3	PEDU 710 (1 st 8 weeks)	3
PEDU 771 1 st 8 weeks	3	PEDU 720 1 st 8 weeks	3	PEDU 650 (2 nd 8 weeks)	3
EDEX 710 2 nd 8 weeks	3	PEDU 717 2 nd 8 weeks	3	PEDU 715 -1 st 8 weeks*	
PEDU 730 2 nd 8 weeks	3	PEDU 788 2 nd 8 weeks	3	PEDU 716 1 st 8 weeks*	
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	6

*For optional times to enroll based upon summer or fall entry, PEDU 715 and 716 are offered in the fall and summer semesters.

Full-time students can complete this degree in one year. In addition, students can create “On Your Time” programs of study in which they can graduate in two years or slower if they need that accommodation.

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
No other programs exist in SC				

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Tenue track Faculty 1: Assistant Professor, Full-time	PEDU 715, 716, 717, 720**	Ph.D. in Kinesiology – Physical Education Teacher Education with cognates in Adapted Physical Education and Motor Development	Certified Adapted Physical Educator (CAPE). Serves on the Adapted Physical Education National Standards (APENS) Executive Board.
Tenue track Faculty 2: Professor, Full-time	PEDU 650, 710, 730, 771	Ph.D. in Kinesiology, Psychosocial Aspects of Sport and Physical Activity, Michigan State University	
Tenue track Faculty 3: Associate Professor, Full-time	PEDU 788	Ph.D. in Physical Education Pedagogy from Florida State University	
Tenue track Faculty 4: Professor, Full-time (College of Education, Department of Educational Studies Faculty)	EDEX 710	Ph.D. in Education Psychology from the University of Minnesota. His expertise resides in special education law, progress monitoring, IEP development, classroom management.	
Clinical Assistant Professor 1: Full-time	PEDU 720**	Ph.D. in Physical Education, Cognate in Motor Behavior	

Total FTE needed to support the proposed program:

Faculty: 2 new

Graduate Assistant: 1 new

Staff: None

Administration: Existing

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The proposed program will create the need for course overloads in faculty teaching assignments during the first two years of the program. The College of Education will fund these overload assignments. After the first two years, 2 new full-time tenure-track faculty members will be hired. After the first two years, a full-time doctoral graduate assistant will be hired each year to help teach in the program. Approximately one-third of the time of a current administrative staff member in the department will be devoted to this program. The current administrative staff member will be able to handle the administrative demands of the program. A portion of their salary is factored into the budget for this new program.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

There will not be a need for any new library/learning resources, instructional equipment, or facilities, and there will not be a need for any modifications to existing facilities needed to support the modified program. The library has the following key journals and search engines.

Journals

- Adapted Physical Education Quarterly
- Research Quarterly for Exercise and Sport
- Journal of Teaching in Physical Education
- Disability and Health
- Journal of Physical and Developmental Disabilities
- British Journal of Visual Impairment and Blindness

Search engines

- Academic Search Complete
- Education Source
- ERIC (EBSCO)
- Education Index Retrospective

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Dr. Ali Brian will serve as the program coordinator and be the primary advisor for students in this program. Other student support services will be provided by Student Services in the College of Education (i.e., processing of program of study/graduation checks) and the Graduate School at USC (i.e., application process and broad admission questions).

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

ACAP

11/29/2018

Agenda Item 5b

This program is 100% online. Current physical facilities and physical resources will be adequate for supporting the program and adequate office space is available for new faculty/graduate assistants.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed. This program is 100% online and the College of Education currently has the technology to run and support 100% online programs.

Impact on Existing Programs

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

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	170,625	170,625	255,938	392,438	255,938	474,338	255,938	491,400	255,938	491,400	1,194,375	2,020,199
Program-Specific Fees	7,920	7,920	11,880	19,272	11,880	24,288	11,880	25,608	11,880	25,608	55,440	102,696
Special State Appropriation												
Reallocation of Existing Funds		97,875		97,875		97,875		97,875		97,875		489,375
Federal, Grant, or Other Funding												
Total	178,545	276,420	267,818	509,585	267,818	596,501	267,818	614,883	267,818	614,883	1,249,815	2,612,270
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	54,069	151,944	54,069	151,944	195,000	292,875	195,000	292,875	195,000	292,875	693,137	1,182,512
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (Support Services 8.5%))	15,176	15,176	22,764	34,995	42,764	62,383	42,764	63,946	42,764	63,946	166,234	240,446
Total	69,245	167,120	76,833	186,939	237,764	355,258	237,764	356,821	237,764	356,821	859,372	1,422,958

Net Total (Sources of Financing Minus Estimated Costs)	109,300	109,300	190,984	322,646	30,053	241,242	30,053	258,062	30,053	258,062	390,443	1,189,312
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Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

This program can be taught with faculty overloads in year 1 and 2. The cost of faculty overloads vs. hiring new faculty in the initial years of the program is cost effective. This will allow us to more fully see enrollment numbers. Faculty have agreed to teach overloads and this is supported by Dean Pederson. GA support will be added in years 3-5 and a new faculty member will be added in year 3 (pending enrollment numbers). Beyond faculty, the costs of this 100% online program is small. The potential for a strong return on investment is likely. Faculty and staff salaries will increase by \$54,069 in the first and second year due to the cost of overload pay. Assuming growth in the program, in years 3-5 faculty cost will increase to \$182,000 (the cost of 2 new tenure-track faculty lines plus fringe). A part-time administrator will also increase program cost in year's 3-5 by \$13,000. A GA will be hired in years 3-5 to assist with the program adding \$20,000 in yearly cost (included in Other). Finally, the College pays an 8.5% support service fee to the University on Tuition/Fee revenue (included in Other).

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives APENS = Adapted Physical Education National Standards	Methods of Assessment
[Content Knowledge] Develop a command of the subject matter of adapted physical education (e.g., motor development, motor behavior, exercise science, curriculum, assessment and instructional design and planning)	APENS Standards 1-5	Course grades, exams within the courses, numbers of students who successfully pass a mock Certified Adapted Physical Education (CAPE) exam as a requirement for degree completion
[Curricular knowledge] Demonstrate effective practice in selecting, planning and evaluating adapted physical education curriculum to meet the needs of students with a variety of disabilities.	APENS Standards 6 and 7	Course grades, exams within the courses, numbers of students who successfully pass a mock Certified Adapted Physical Education (CAPE) exam as a requirement for degree completion
[Assessment] Effectively use assessment to make decisions about special services, placement and program components for individuals with disabilities	APENS Standard 8	Key assessments tied to PEDU 717 and 710.
[Instructional Design and Planning] Understand the evolution of physical education for students with disabilities and the legal mandates that need to be meet to effectively plan for the unique attributes of individuals with disabilities.	APENS Standard 9	Key assessments tied to PEDU 715 and 716.

[Research] Use research to understand, interpret and critique the field of adapted physical education.	APENS Standard 13	Key assessments tied to PEDU 788
[Research] Utilize action research to improve and reflect upon teaching practices in adapted physical education.	APENS Standard 13	Key assessments tied to PEDU 788

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Program objectives will be evaluated through key assessments tied to coursework (see table above). Assessment data will be gathered from a range from practical and observation assignments, course exams/assignments and a culminating action research project. Assessment data will be reviewed yearly by faculty to make improvements and changes to coursework to assure higher levels of student learning. We plan on tracking employment through an online reporting system for students. The University also has program assessment in place. This assessment process is completed annually and asks each program to review their program learning outcomes and revise as necessary.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution’s plans to seek accreditation, including the expected timeline.

- Yes
- No

No. This is not an initial teacher certification program. It is not accredited by The Council for the Accreditation of Educator Preparation (CAEP).

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

- Yes
- No

No. The program does not require students to sit for a Certified Adapted Physical Educator (CAPE) certification, but the coursework will provide students with the knowledge and skills necessary to be successful on the Certified Adapted Physical Educator (CAPE) exam. NOTE: Upon completion of the program, candidates will need to document the balance of the required 200 hours working with students with disabilities in physical education (Students will accrue 80-100 hours during PEDU 717- Practicum in Adapted Physical Education). The requirements for the CAPE exam are listed below (<http://apens.org/certification.html>).

Candidates applying for the national Certified Adapted Physical Educator (CAPE) certification must meet the following criteria established by the Adapted Physical Education National Standards (APENS) Board of Directors and supported by the Adapted Physical Activity Council (APAC) Qualified Adapted Physical Education Teacher Position Paper. There are three options available for Adapted Physical Educators/Physical

Educators, persons in Higher Education and professionals (directors of Special Olympics, sport programs, etc.) who work with individuals with disabilities in physical activity/education to become CAPE certified.

Sit for the APENS exam. All initial candidates applying to earn the CAPE Certification MUST take and pass the APENS exam.

Candidates must meet the following minimum criteria to be eligible to sit for the APENS exam.

1. Bachelor's degree with a major in Physical Education or equivalent (e.g., Sport Science, Kinesiology, etc.).
2. A minimum of *twelve semester hours (credits) specifically addressing the educational needs of individuals with disabilities. It is required that nine semester hours (credits) be specific to the area of adapted physical education or meet the following criteria:
 - o Satisfactory completion of a minimum of 9 credits in APE coursework and 3 credits of coursework from a related field (e.g. special education, speech, OT, PT, recreation, psychology) as documented with official college/university transcripts.
 - o Satisfactory completion of a minimum of 6 credits in APE coursework and 3 credits in coursework from a related field as documented with official college/university transcripts; and up to 3 credits awarded for professional experience teaching APE as documented in writing from a local education agency.
Note: Up to 3 credits can be awarded with documented years experience teaching APE. The following formula would apply and must be documented in writing from a local education agency. For every two years of full-time teaching in APE, 1 credit of requirement can be earned/awarded. The total amount of professional experience teaching APE that can be applied to the 12 credit eligibility is 3 credits (i.e., acknowledgment of up to 6 years of teaching experience in APE).
3. A minimum of 200 hours of documented experience providing physical education instruction to individuals with disabilities.
4. A current valid teaching certificate in physical education.
*Evidence of coursework must relate to physical activity and students with disabilities as set forth by state and/or national standards for professional preparation in adapted physical education. The National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPEID) and the Adapted Physical Activity Council (APAC) believe that coursework in adapted physical education should provide evidence of competency in the following areas:
 - a. Disability studies
 - b. Motor assessment of individuals with disabilities
 - c. Report writing
 - d. Special education law
 - e. Development of individualized education programs (IEP)
 - f. Adaptations and modifications for physical education
 - g. Behavior management
 - h. Collaboration and consultation skills
 - i. Advocacy skills
 - j. Instructional design and planning
 - k. Individual teaching and learning styles

- l. Inclusion practices
- m. Community and family resources
- n. Professional leadership
- o. Assistive technology for physical education

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

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

Yes

No

This is not an initial teacher certification program. The College of Education will not be seeking national accreditation for this program through a SPA as one does not exist for Adapted Physical Education; however, as per University policy this program will undergo an external review on a regular basis. The external review policy at the University of South Carolina – Columbia will be followed.