

PROGRAM PLANNING SUMMARY

Coastal Carolina University
Spadoni College of Education

Special Education – PreK-12 Mild to Moderate Disabilities
(Bachelor of Arts Degree with Certification in Special Education—Multi-Categorical)

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Signature will be provided on the original

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Coastal Carolina University

Classification

Program Title:	Special Education (PreK-12 Mild to Moderate Disabilities)
Concentrations, options, and tracks:	Special Education – Multi-Categorical
Designation, type, and level of degree:	Bachelor of Arts in Education, 4-year undergraduate
Proposed date of implementation:	Fall, 2014
Fellows / LIFE Scholarship awards:	Yes
Delivery Mode:	Face-to-face, hybrid or blended (less than 20% online)

Justification

Need for the Program in the State

Statewide, special education continues to be a critical needs subject and certification area. According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2012) during the 2012-13 academic year, more than 20% of vacant teacher positions in South Carolina public school districts at the beginning of the year were in special education across all school levels.

According to Horry County Schools, where the majority of Spadoni College of Education graduates seek employment, the need for teachers with a multi-categorical certification has increased significantly. The Executive Director of Federal Programs (Traci Hogan, Horry County Schools) further explained that certification in only learning disabilities no longer fulfills their needs due to the fact that services provided to their students with disabilities are cross-categorical within the high incident populations (e.g., emotional disorders, intellectual disabilities, learning disabilities). Further, a survey of 213 teacher assistants in Horry and Georgetown County Schools (and a potential pool of candidates for the proposed program) supports the need for a move to multi-categorical certification. The data indicate strong interest, with nearly 40% of respondents considering the possible enrollment in the proposed degree and concentration (41% definitely interested and 59% possibly interested).

Relationship of Proposed Program to Existing Programs at Proposing Institution

The Spadoni College of Education currently offers a 4-year degree program with certification in Learning Disabilities. This proposed *Multi-Categorical* option will replace the current option. The Special Education Program follows a true cohort model which will lead to a seamless transition between the current course offerings and the proposed program offerings.

Extent to which Proposed Program Duplicates Existing Programs in State

Currently seven (7) higher education institutions with approved educator preparation programs in South Carolina offer programs leading to certification in Special Education – Multi-categorical. Three of these are public; four are private. They include the following institutions:

- Bob Jones University
- Clemson University
- Columbia College
- Converse College
- Erskine College
- Lander University
- USC - Aiken

Although other multi-categorical programs exist across the state, we are meeting the needs of our immediate stakeholders – prospective students and the schools within our geographic area including Horry,

Georgetown, Williamsburg, Marion, and Florence counties. This program does not duplicate any programs in our immediate region.

Program Demand and Productivity

Anticipated Enrollment in the Planned Program in its Fourth Year

The special education faculty expects enrollment to increase as a result of replacing the current *Special Education – Learning Disabilities Program* with the proposed *Special Education – Multi-Categorical Program*. Table 1 below outlines the anticipated enrollment with an approximate 5% increase each year (based on average enrollment increases over the past 3 years). The enrollment goal is to increase the junior cohort to capacity (25 students) by the fourth year of the proposed program.

Anticipated Number of Annual Completions in Planned Program after Fourth Year

Once students meet the requirements for entering the Professional Program in Teacher Education (typically 3rd year with junior status), they enter the cohort phase. At this point in the program, retention rates are much higher, and with very few exceptions, attrition tends to be minimal. Therefore, the goal is to have 25 candidates per year successfully complete the program and enter the workforce. Table 1 indicates the anticipated annual completers across a six year period.

Table 1-Projected Enrollment and Completion Rates for Planned Program

	Pre-majors (Freshmen and Sophomores)	Accepted in Professional Program (Juniors)	Anticipated Graduates (Seniors)
2014-2015 (Year 1)	62	19	--
2015-2016 (Year 2)	65	20	19
2016-2017 (Year 3)	68	22	20
2017-2018 (Year 4)	71	25	21
2018-2019 (Year 5)	75	25	24
2019-2020 (Year 6)	75	25	25

Employment Opportunities for Graduates

Nationally, from 2010 to 2020, the job outlook for special education teachers is expected to grow by 17% with an increase of more than 20% at the early childhood and elementary levels (U.S. Bureau of Labor Statistics, n.d.). According to the *Fall 2012 Teacher/Administrator Supply and Demand Survey* (CERRA, 2012), special education accounts for the largest portion of vacancies in South Carolina. This report also indicated that over 20% of unfilled positions across all school levels are in special education. Further, since the 2009-2010 school year, special education is consistently ranked as the second largest category of all teacher positions in the state (10% of the teaching population).

Curriculum

This proposed program of study focuses on the preparation of teachers of students with mild to moderate disabilities (replacing the current program in learning disabilities). Candidates who complete the proposed program (and pass relevant Praxis exams) will be certified in grades PreK-12 in the area of Multi-Categorical Special Education. This proposed program involves 120 credit hours of both in-class and field experiences that will prepare candidates for entering the profession.

Core Curriculum (34-41 credits)

Every student who enters as a freshman will complete the Core Curriculum before graduation, and most courses will be taken in the freshman and sophomore years. Some departments may require students to take specific core courses for their majors, so students must ensure that they follow the program requirements for their major. Depending on the courses selected and the major field of study, students will earn 34-41 credits in the Core Curriculum.

Foundation Courses (33 credit hours)

Math Content

MATH 201 – Mathematics for Early Childhood & Elementary Majors I

MATH 202 – Mathematics for Early Childhood & Elementary Majors II

Education Content

EDUC 111 – Exploring Teaching as a Profession
EDUC 204 – Computer Technology and Instructional Media
EDUC 215 – Schools and Diversity
EDUC 335 – Educational Psychology
EDUC 336 – Introduction to Human Growth and Development
EDEL 385 – Teaching English Language Arts
EDEL 481 – Teaching Elementary Mathematics
EDEL 486 – Teaching Social Studies
EDEL 488 – Teaching Elementary Science

Major Requirements (48 credits)

EDSP 300 – Foundations of Special Education
EDSP 310 – Theory to Practice: Field Exp. II
EDSP 311 – Characteristics & Instruction of LD & EBD
EDSP 312 – Characteristics & Instruction of ID & AUT
EDSP 313 – Materials & Methods for Teaching Reading K-12
EDSP 320 – Measuring Student Progress: Field Exp III
EDSP 321 – Educational Assessment of Except. Learners
EDSP 322 – Managing the Learning Environment & Behavior
EDSP 410 – Action Research: Field Exp. IV
EDSP 411 – Collaborative Practices & Communication
EDSP 412 – Curriculum Adaptation K-12 & Transition
EDSP 413 – Materials & Methods for Teaching Math K-12
EDSP 420 – Internship Seminar in Special Education
EDSP 450 – Internship in Special Education

Articulation and Inter-institutional Cooperation

In addition to fully embracing Section 10-C of the South Carolina School-to-Work Transition Act (1994) and South Carolina Act 137 (1995), the special education program advisors in the Spadoni College of Education review the individual needs of each student—particularly those who transfer from other colleges/universities. Further, Coastal Carolina University has articulation agreements with South Carolina technical schools.

Estimate of Costs

As this program will fully replace the current one offered, the University's existing physical plant and equipment resources are adequate to support the program during the first five years. Given the anticipated interest in the program, it is projected that the University will hire one new tenure track faculty member in elementary education to support the required coursework in the elementary curriculum (i.e., EDEL 385, EDEL 481, EDEL 486, EDEL 488) at a projected cost of \$55,000 (5 years @ \$55,000 = \$275,000) plus fringe benefits. Support for the new faculty member (e.g., office set up, computer, printer, desk, bookcase) is projected at \$5,000.00. Additional support to the University library is projected at an annual expenditure of \$1,000 (5 years @ \$1,000 = \$5,000). The University projects the total new costs associated with the proposed program during the first five years of implementation to be approximately \$285,000 + fringe benefits. Costs for the program will be covered by tuition generated. No additional funds for this program are expected to be requested from the state.

Resources

Center for Educator Recruitment, Retention, and Advancement. (December, 2012). *Fall 2012 teacher / administrator supply and demand survey*. Retrieved from http://www.cerra.org/media/documents/2012/12/2012_Supply_and_Demand_Report_FINALz.pdf

U.S. Bureau of Labor Statistics. (n.d.). Retrieved from <http://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6>