

CLEMSON UNIVERSITY
COLLEGE OF HEALTH, EDUCATION AND HUMAN DEVELOPMENT
EUGENE T. MOORE SCHOOL OF EDUCATION, TEACHER EDUCATION

PROGRAM PLANNING SUMMARY
TO THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
TO OFFER A NEW DEGREE
MASTER OF ARTS IN TEACHING IN SPECIAL EDUCATION

Date of Submission: February 15, 2014

James P. Clements, President

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Classification: College of Health, Education and Human Development, Eugene T. Moore School of Education, Teacher Education

Name of Program: Special Education

Concentrations/Options/Tracks: Emotional/Behavioral Disorders, Intellectual Disabilities, Learning Disabilities

Designation, type, and level of degree: Master of Arts in Teaching (MAT)

CIP Code: 13.1001

Implementation Date: Summer 2015

Number of Credit Hours: 36

Program Length (years): 1 1/3 years (4 semesters)

Methodology (traditional, online, blended): Blended

Site of delivery: University Center Greenville

Purpose

The purpose of the proposed MAT in Special Education is to prepare well qualified teachers who demonstrate knowledge and skills in identifying and implementing research-based practices to improve academic and social outcomes for individuals with disabilities.

Program Objectives

The MAT in Special Education will:

- Provide to potential career changers an avenue to earn a graduate degree while completing the requirements for initial teaching certification in special education;
- Increase the supply of highly skilled special educators who are able to address the needs of students with disabilities across a range of settings;
- Produce practitioners who have skills in identifying questions worthy of study within the classroom setting and conducting research to address those questions;
- Produce highly qualified special educators who can identify and implement research-based practices to improve outcomes for individuals with disabilities.

Justification

The need for Special Education teachers is consistently documented in the state and across the nation. Special Education represents 10% of the allocated teacher positions in SC (Center for Educator Recruitment, Retention, and Advancement, 2012). The number of special education teacher positions across the state in learning disabilities alone is significant at 2,318. When combined with Emotional Disabilities and Intellectual Disabilities, the number increases by approximately 1000 teachers. An additional 700 teachers fill positions in multicategorical special education, which includes the three mild disabilities (LD, EBD, ID). According to the CERRA annual report, Special Education teachers accounted for the greatest number of hires in SC across all school levels in 2012. The state saw approximately 545 newly hired teachers across mild disability positions in special education last year. In addition, vacancies in special

education across all school levels constituted the largest portion (18%) of unfilled full-time equivalents (FTEs) in the state. The CERRA annual report indicates that increased teacher vacancies, especially in critical subject areas, specifically special education, highlights the critical need to recruit and retain effective special education teachers in the state.

Clemson University currently offers an undergraduate degree in multicategorical special education. Our candidates leave the program with significant knowledge and skills in teaching individuals with mild disabilities across all school levels (pre-K through grade 12). In addition, we offer the Master of Education degree for teachers who pursue advanced knowledge and skills in LD, EBD, or ID. The MED is not an option for individuals without a teaching certification. However, both the undergraduate degree and the MED are recognized by the Council for Exceptional Children (CEC). The basis of the coursework for the MAT degree will be drawn from both the undergraduate program which addresses initial teaching standards and the MED which incorporates knowledge and skills in educational research, with some specific course content that differentiates the MAT from both the undergraduate and MED programs.

College of Charleston offers the MAT in Special Education averages 10 students per year (Michael Skinner, October 10, 2013) drawn from the Charleston area. Bob Jones University has a program listed on the CHE website but the program is no longer offered (Ruth Mead September 23, 2013). Clemson's MAT will be serve students in the upstate. Although there is some overlap with the programs at College of Charleston and USC, the need for highly qualified special education teachers, particularly in the area of LD, ID, and EBD is persistent. Thus Clemson's MAT program will not duplicate existing programs in the state.

Program Demand and Productivity

We anticipate annual enrollment for the planned program to average 10-15 students per year. Because the program is to be completed in four semesters, we expect 10-15 graduates per year.

Employment Opportunities for Graduates

According to the U.S. Bureau of Labor Statistics employment of Special Education teachers is expected to grow by 17% from 2010 to 2020, largely due to increasing numbers of students receiving special education services in elementary and secondary schools. Student enrollment in elementary and secondary schools and employment growth of special education teachers is expected to grow faster in the South and West. Furthermore, a significant number of special education teachers are expected to retire from 2010 to 2020, thus increasing the demand for new special education teachers. According to the CERRA annual supply and demand report (2012) in South Carolina teacher vacancies in special education constituted the largest portion of unfilled teaching positions in the state in 2012.

Curriculum

To enter the MAT program in Special Education, applicants must have completed an undergraduate degree from an accredited institution.

Proposed Course of Study

EDF 801 (3 hours)	Human Growth and Development
or 803	Early Adolescent Growth and Development
EDSP TBA (3 hours)	Introduction to Exceptionalities
EDSP 810* (3 hours)	Characteristics of Individuals with LD

Or 813 (3 hours)	Characteristics of Individuals with EBD
Or 816 (3 hours)	Characteristics of Individuals with ID
EDSP 820 (3 hours)	Language Arts Instruction for Individuals with Disabilities
EDSP 821 (3 hours)	Assessment in Special Education
EDSP 822 (3 hours)	Explicit Mathematics Instruction Individuals with Disabilities
EDSP 823 (3 hours)	Teaching Individuals with Disabilities in Integrated Settings
EDSP 853 (3 hours)	Legal and Policy Issues in Special Education
EDSP TBA (3 hours)	Intensive Academic Interventions for Individuals with Disabilities
EDSP TBA (3 hours)	Intensive Behavioral Interventions for Individuals with Disabilities
EDF 877 (3 hours)	Experimental and Nonexperimental Research Methods in Education
EDSP TBA (6 hours)	Student Teaching in Special Education

*Students will take one of the courses depending on the focus area of the cohort. In addition to completion of coursework, all candidates for the MAT in Special Education must complete the PRAXIS II: Principles of Learning and Teaching and PRAXIS II Specialty Exam.

Student Learning Outcomes

Candidates who complete the MAT will demonstrate competence across the Council for Exceptional Children Professional and Ethical Principles related to culture, policies, instruction, behavior, and collaboration. Candidates will demonstrate competence in the Special Education Standards for Professional Practice in teaching and assessment, including the use of evidence-based practice that are most effective in meeting the individual needs of individuals with exceptionalities.

Articulation and Inter-institutional Cooperation

Courses completed at other state institutions may be accepted as substitution for one of the courses listed in the program of study. The acceptance of coursework from other institutions will be evaluated on an individual basis. Coursework will not be offered at or through other institutions.

Estimate of Costs

Costs for the implementation of the MAT program are expected to be subsumed within the current faculty lines in Special Education. The 7 full-time faculty and one clinical faculty members will offer the coursework as part of our typical teaching load. A majority of the courses are currently being taught in our M.Ed. program and courses that are required for both degrees will be offered to both groups simultaneously. The program will be offered at the University Center in Greenville and will generate additional revenue for any needed program materials.