

New Program Proposal
Master of Arts in Teaching in Special Education with concentrations in Learning Disabilities, Intellectual Disabilities, and Emotional/Behavioral Disorders
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Master of Arts in Teaching in Special Education with concentrations in Learning Disabilities, Intellectual Disabilities, and Emotional/Behavioral Disorders to be implemented in Summer 2015. The proposed program is to be offered through blended instruction. The following chart outlines the stages for approval of 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 Planning Summary received and posted for comment	2/11/14	
Program Planning Summary considered by ACAP through electronic review	3/30/14	ACAP members noted that other public institutions offer an M.A.T. in Special Education. Members also noted that the SC Department of Education has determined that Special Education remains a critical need area in South Carolina.
Program Proposal Received	5/15/14	
ACAP Consideration	6/19/14	ACAP members questioned whether any student with a previous degree could pursue this degree. There was some discussion about the need for the program in the geographical region.
Comments and suggestions from CHE staff sent to the institution	6/20/14	Staff requested that 2013 CERRA data be used in the proposal. Staff also asked for an explanation of the differences between the three distinct concentrations for this degree, especially given the courses offered. Staff requested more clarification about courses shared between the M.Ed. and the M.A.T. and an explanation of how the degrees are distinct in terms of course requirements. Staff also stated the proposal should address whether international students need to present TOEFL scores. Staff noted that the M.A.T. program can be completed in 36 credit hours whereas other programs have different credit hour requirements (for example, USC Columbia offers a 60 credit hour program) and recommended that additional information be

Stages of Consideration	Date	Comments
		presented to address these differences. Staff also asked that the proposal explain how the program will address any deficit in knowledge for students who enter the program with degrees in other areas. In addition, staff questioned if new faculty would be needed to manage the supervision load of new M.A.T. students.
Revised Program Proposal Received	7/3/2014	
CAAL Consideration	8/7/2014	CAAL members discussed the need and expressed support for the proposed program.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Arts in Teaching in Special Education with concentration in Learning Disabilities, Intellectual Disabilities, and Emotional/Behavioral Disorders at Clemson University to be implemented in Summer 2015, provided that the program be approved by the State Board of Education prior to implementation and provided further that the program seek appropriate accreditation for Special Education by the Council for Exceptional Children with nomenclature identical to that used in this program approval.

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

REQUESTING TO OFFER A NEW DEGREE PROGRAM

Master of Arts in Teaching in Special Education
Concentrations in

- 1. Learning Disabilities**
- 2. Intellectual Disabilities**
- 3. Emotional/Behavioral Disorders**

Submitted to the South Carolina Commission on Higher Education
May 15, 2014

REVISED JUNE 30, 2014

James P. Clements, Ph.D.
President

Departmental Contact:
Dr. Janie Hodge
225 Holtzendorff
Clemson University
Clemson, SC 29634
email: hodge@clermson.edu
phone: 864.656.1613

University Contact:
Dr. Debra B. Jackson
Vice Provost for Academic Affairs
Clemson University
dbj@clermson.edu
864-656-4592

Classification

Program Title: Special Education

Concentrations: Learning Disabilities (LD)
Intellectual Disabilities (ID)
Emotional/Behavioral Disorders (EBD)

Academic Unit: Teacher Education Department of the Eugene T. Moore School of Education.

Designation, type, and level of degree: Graduate, Master of Arts in Teaching

Implementation Date: Summer, 2015

CIP Code: 131001

Site of delivery: University Center Greenville

The program does not qualify for supplemental Palmetto Fellows Scholarship or LIFE Scholarship awards N/A

Delivery Mode: Blended

Area of certification: Initial teaching certification in Learning Disabilities, Intellectual Disabilities, or Emotional/Behavioral Disorders

Institutional Approval

Internal Institutional Approval	Date Approved
Clemson University Board of Trustees (preliminary approval)	2/7/2014
Teacher Education Curriculum Committee	2/26/2014
Teacher Education Faculty	3/7/2014
Health, Education, and Human Development Curriculum Committee	3/10/2014
Clemson University Graduate Curriculum Committee	5/9/2014
Provost	5/15/2014
President	5/15/2014

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:

1. Increase the number of qualified graduates certified in special education;

2. Provide to applicants who have an undergraduate degree in an area other than education an avenue to earn a graduate degree while completing the requirements for initial teaching certification in special education;
3. Increase the number of highly skilled special educators across a range of settings;
4. Graduate practitioners who have skills in identifying questions worthy of study within the classroom setting and conducting research to address those questions; and
5. Graduate highly qualified special educators who can identify and implement research-based practices to improve outcomes for individuals with disabilities.

Justification

Need for the Program: The need for Special Education teachers is consistently documented in the state and across the nation. According to the CERRA annual supply and demand report (January, 2014) in South Carolina across all school levels, special education teachers accounted for the greatest number of hires in the 2013-13 academic year. “Consistent with prior Supply and Demand Reports, vacancies in special education across all school levels constituted the largest share of unfilled FTEs in the state. One out of every five vacancies in South Carolina’s public schools is in special education. The summary statement from the supply and demand report indicates “the need to recruit and retain effective teachers in our state is as critical as ever.” Consistent with prior Supply and Demand Reports, vacancies in special education across all school levels constituted the largest share of unfilled FTEs in the state. One out of every five vacancies in South Carolina’s public schools is in special education. The number of special education teacher positions across the state in learning disabilities alone is significant at 2321. When combined with Emotional Disabilities and Intellectual Disabilities, the number increases by approximately 1000 teachers. An additional 753 teachers fill positions in multicategorical special education, which includes the three mild disabilities (LD, EBD, ID). The state saw approximately 594 newly hired teachers across mild disability positions in special education last year. 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.

Centrality of the Program to the Mission of the Institution: Clemson University has identified family and community living as an emphasis area in which the university promotes excellence in education and scholarship. As a land grant university, Clemson is committed to offering programs that contribute to the economic future of the state, nation, and the world. The Clemson 2020 Road Map strategic plan for the university states that one of Clemson’s responsibilities to students and the state of South Carolina is to serve the public good. Providing excellence in educational opportunities for P-12 students, including those with disabilities is critical to the state’s success.

Relationship of Proposed Program to Other Programs within the Institution: 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 (preK through grade 12). Our candidates are highly recruited for teaching positions across the state, with all of our graduates from the previous year employed or enrolled in graduate school.

In addition, we offer the Master of Education degree in special education for teachers who hold a teaching certificate and want to pursue advanced knowledge and skills in a specific category of special education (LD, EBD, 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) Specialty Program Association (SPA), and address the CEC standards. Thus the special education coursework for both the undergraduate program and the MEd include CEC standards that facilitate highly knowledgeable and skilled practitioners. The basis of the coursework for the MAT degree will be drawn from 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. The MAT in Special Education will be submitted to CEC for national recognition upon Commission approval.

Similar Programs across the State and Region: Across the state, two institutions currently offer a MAT degree in special education. The University of South Carolina offers the MAT in the following areas: Intellectual Disabilities; Emotional/Behavioral Disabilities; Learning Disabilities; Severe or Multiple Disabilities. The track for Intellectual Disabilities includes teaching students with intellectual and developmental disabilities. The track for severe and multiple disabilities includes teaching students with autism and includes courses that lead to a Board Certified Behavior Analyst. While USC's MAT requires 60 credit-hours, Clemson's program includes critical content needed by teachers in mild disability areas. Whereas USC's program of study includes individual courses in functional behavior assessment (FBA) and behavior intervention plans (BIP) and applied behavior analysis (ABA), Clemson's program incorporates FBA and BIP into the ABA class. Clemson also incorporates technology for students with disabilities across classes while USC offers a stand-alone course in technology for exceptional populations. USC's clinical experience requires 12 credit-hours while Clemson's is 6 credits (for the full semester experience). USC offers 3 credit-hours of electives while Clemson's program is intended to be streamlined and does not require an elective. Finally, USC requires 3 credit-hours in educational foundations/history. Our program incorporates significant historical and foundational content in our assessment and legal policy classes. Thus we did not include a stand-alone educational foundations course.

College of Charleston offers the MAT in Special Education which includes three areas of study: emotional disabilities, learning disabilities and mental disabilities. The MAT cohort at College of Charleston program generally averages 10 students per year (personal communication with Michael Skinner, October 10, 2013) drawn from the Charleston area. Clemson's program is similar in credit hours to the MAT at College of Charleston which is a 41 credit-hour program, while Clemson's program requires 39 credit hours, with the 3 credit-hour difference in the credits attributed to clinical practice or practicum. Although Clemson's practicum experience is a 6-credit-hour course, students will be in the schools for the entire school day for the entirety of the university semester.

Although Bob Jones University has a Master of Arts in Teaching program listed on the CHE website, the program is no longer offered (personal communication Ruth Mead 09/23/ 2013).

Clemson's MAT will serve students in the upstate, drawing from the Anderson, Oconee, Pickens hub and the larger Greenville area. Although there is some overlap with the programs at College of Charleston and USC, the need for highly qualified special education teachers is persistent. Thus Clemson's MAT program will not duplicate, but complement existing programs in the state. Similarly, any programs offered regionally or through SREB states will not likely impact upstate South Carolina as the need for Special Education teachers is a national issue with other states competing for highly qualified special education teachers.

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 is expected to grow faster in the South and West. Thus employment growth of special education teachers may be 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 (January, 2014) in South Carolina across all school levels, special education teachers accounted for the greatest number of hires in the 2013-13 academic year. The largest share (38%) of vacancies occurred in primary and elementary schools this year, with more than half falling in special education or early childhood/elementary certification. "Consistent with prior Supply and Demand Reports, vacancies in special education across all school levels constituted the largest share of unfilled FTEs in the state. One out of every five vacancies in South Carolina's public schools is in special education. Furthermore, 64% of all unfilled special education positions are concentrated in two geographic areas in the state: the Lowcountry and the Pee Dee regions." And in South Carolina, as evidenced nationwide, retirement contributes to teacher vacancies with 22.8% of teachers who left the classroom retiring from the profession. The summary statement from the supply and demand report indicates "the need to recruit and retain effective teachers in our state is as critical as ever." On April 7, 2014 twelve position vacancies were listed in Special Education on the CERRA Job Postings link.

Admission Criteria

To enter the MAT program in Special Education, applicants must have completed an undergraduate degree from an accredited institution. An application package for admission will include (1) online application, (2) undergraduate and graduate transcripts (cumulative minimum grade-point average of 3.00 on undergraduate work), (3) two recommendations from persons who can address the applicant's capacity for graduate level work in special education, (4) current résumé, (5) competitive GRE scores on verbal, quantitative and writing assessments (GRE verbal scores of at least 150 and quantitative reasoning scores of at least 144), and (6) an essay that addresses knowledge, accomplishments, and future career goals. An interview, in person or virtually, that reflects strong communication skills, knowledge, and enthusiasm for teaching and learning is also required. Prospective students are encouraged to apply three months prior to the beginning of the term in which they wish to enroll. International applicants will not be required to submit TOEFL scores, but must demonstrate acceptable language skills as determined by a writing sample and interview.

Enrollment

We anticipate annual enrollment for the program to average 10-15 students per year beginning the first year of initiation and thereafter. Because the program is to be completed in four semesters, we expect 10-15 graduates per year. Thus during the fourth year of the program with one cohort finishing the program in Summer of 2018 and another beginning that summer we would expect 20-30 enrolled students. We expect a cohort of 10-15 students annually, thereafter.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014– 15					15	180
2015 – 16	15	180	15	135	30	270*
2016 – 17	15	180	15	135	30	270*
2017 – 18	15	180	15	135	30	270*
2018 – 19	15	180	15	135	30	270*

* Cohorts begin and end in summer with the cohort beginning the program enrolled in 12 credit hours and the cohort finishing the program completing 6 credit hours.

CURRICULUM

Summer I			
EDF 8010 (3 credits)			Human Growth and Development
EDSP 8700 (3 credits)			Introduction to Exceptionalities
EDSP 8210 (3 credits)			Assessment in Special Education
EDSP 8100 (3 credits)*			Characteristics of Individuals with Learning Disabilities*
Or EDSP 8130			Characteristics of Individuals with Intellectual Disabilities*
Or EDSP 8160			Characteristics of Individuals with Emotional Behavior Disorders*
Fall			
EDSP 8200 (3 credits)	**		Language Arts Instruction for Individuals with Disabilities
EDSP 8220 (3 credits)	**		Explicit Mathematics Instruction Individuals with Disabilities
EDSP 8550 (3 credits)	**		Intensive Academic Interventions for Individuals with Disabilities
EDSP 8560 (3 credits)	**		Intensive Behavioral Interventions for Individuals with Disabilities
Spring			
EDSP 8230(3 credits)			Teaching Individuals with Disabilities in Integrated Settings
EDSP 8120 (6 credits) ***			Practicum in Learning Disabilities**
Or EDSP 8150			Practicum in Intellectual Disabilities**
Or EDSP 8180			Practicum in Emotional/Behavioral** Disorders
Summer II			

EDSP 8530 (3 credits)	Legal and Policy Issues in Special Education
EDF 8770 (3 credits)	Experimental and Nonexperimental Research Methods in Education

*Students will complete one of these depending on their concentration area.

**A field experience component will be required with each of these block methods classes.

***Students will complete one of these depending on their concentration area.

New Courses

EDSP 8700 (3 credits)	Introduction to Exceptionalities	This course provides an introduction to characteristics of exceptional learners and their education. Emphasis is placed upon educational, psychological, sociological, and medical aspects of disabilities with linkages to effective assessment and instructional practice.
EDSP 8550 (3 credits)	Intensive Academic Interventions for Individuals with Disabilities	This course provides content knowledge and skills in addressing intensive academic interventions for students with disabilities to graduate students pursuing a degree in Special Education. Emphasis is placed on research-based practices in assessment and identification of academic difficulties and research-based interventions to address the significant academic needs of students with disabilities.
EDSP 8560 (3 credits)	Intensive Behavioral Interventions for Individuals with Disabilities	This course provides to content knowledge and skills in addressing intensive behavioral needs of students with disabilities within school settings and across a range of grade levels. Emphasis is placed on research-based practices in assessment, behavioral progress monitoring, and intervention within individualized data-based intervention.

Courses that are common between the M.Ed. and the proposed MAT in special education include: EDSP 8210, EDSP 8100, EDSP 8130, EDSP 8160, EDSP 8200, EDSP 8220, EDSP 8230, EDSP 8120, EDSP 8150, EDSP 8180, EDSP 8530, EDF 8770. Two courses are offered within our Educational Foundations courses by faculty outside special education (EDF 801o & EDF 877o). Of these, six special education courses and two educational foundation courses might have students enrolled from both the M.Ed. and MAT.

Although there is overlap between the MAT and the M.Ed. courses, the MAT includes an Introduction to Exceptionalities course that introduces program participants to the field of special education. In addition, significantly more field experience across the courses has been

added for MAT students. Targeted and intensive intervention courses that are not part of the M.Ed. are part of the MAT degree.

Three new courses for the MAT are intended to provide significant content for students within the MAT program. The Introduction to Exceptionalities course will lay the groundwork for students in the program and includes legal and historical foundations of special education, specific content related to mild disabilities and a field component to introduce program participants to students with disabilities in school settings. The Intensive Academic Interventions course and the Intensive Behavioral Interventions course are critical to the program as they provide students content related research-based practices in the areas along with field-based experiences to implement these practices. The two courses are essential to all teachers who teach individuals with mild disabilities (EBD, ID, LD).

While our program will offer three tracts (EBD, ID, LD), with two courses that are unique to each tract (for a total of 9 credit hours), our program is designed to address the current status of many classrooms that incorporates students with a range of academic and behavioral needs. The distinct courses are intended to provide extensive background knowledge specific to characteristics and identification and intervention for the specific disability (EDSP 8100, 8130, or 8160) and extensive practical experience (6 credit hours) within a student-teaching setting (EDSP 8120, 8150, or 8180).

Assessment

The Master of Arts in Teaching in Special Education adheres to the Council for Exceptional Children (CEC) Professional and Ethical Principles and Standards for Professional Practice in Teaching and Assessment. Coursework and practical experiences will address these, and candidates' knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS).

Student Learning Outcomes: Candidates who complete the MAT in Special Education will demonstrate competence across the **Council for Exceptional Children Professional and Ethical Principles**.

Special education professionals are committed to:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.

- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Candidates will demonstrate competence in the **Special Education Standards for Professional Practice in Teaching and Assessment according to the Council for Exceptional Children guidelines.**

Candidates will be able to:

- A. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities
- B. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.
- C. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.
- D. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.
- E. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.
- F. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.
- G. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.

H. Advocate the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

I. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

J. Refrain from and advocate against the use of corporal punishment of individuals with exceptionalities.

K. Report instances of unprofessional or unethical practice to the appropriate supervisor.

L. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

Additional Program Requirements: 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 for their concentration area.

Programmatic Assessment

Entering academic credentials for program participants will be analyzed and evaluated to determine potential strengths or concerns related to background information or previous undergraduate majors.

The following program outcomes will be analyzed annually and across time:

- A. All participants who enroll in the program will graduate within the time allocated for the program.
- B. All program graduates will pass the state required PRAXIS exam in their area of concentration.
- C. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, IEP development, research-based academic and behavioral interventions).
- D. All program graduates will be employed in their field of study within one year of graduation.
- E. Employers will rate program graduates' teaching competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Data plan includes:

Departmental tracking of students' incoming credentials (GRE, undergraduate degree, experience).

Departmental tracking of program graduates.

Departmental tracking of PRAXIS scores for all candidates.

End-of-program survey of students' self-efficacy ratings related to program components.

Follow-up survey of program graduates regarding employment position/location.

Follow-up survey of graduates' employers related to graduates' teaching competency.

Faculty will determine whether program components should be continued, enhanced, revised, or discontinued based upon findings from student and employer data.

Faculty

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ed.D.	Emotional and Behavioral Disorders; Legal and Policy Issues; Delinquency	yes
Professor #2	Ph.D.	Learning Disabilities; instructional interventions; progress monitoring	yes
Associate Professor#1	Ph.D.	Learning Disabilities; Instructional interventions	yes
Associate Professor#2	Ph.D.	Emotional and Behavioral Disorders; Behavioral interventions; Seclusion/restraints	yes
Assistant Professor#1	Ph.D.	Emotional and Behavioral Disorders; Behavioral interventions; PBIS; Writing Interventions	yes
Assistant Professor #2	Ph.D.	Learning Disabilities; Research methodology; Postsecondary transition	yes
Assistant Professor #3	Ph.D.	Early Childhood; Instructional interventions; literacy	yes
Clinical Faculty #1	M.Ed.	Teacher Education; Special Education Administration	yes

With the current faculty and the projected new enrollment of 15 students the first cohort and thirty total (two cohorts) thereafter, the faculty members are sufficient to manage the field experiences required in the degree program. While additional faculty may be added to support the MAT program at a later date, if enrollment indicates a need for additional course sections, current faculty will be able to provide coursework and practicum supervision for the program. A majority of the courses in the proposed MAT are currently being taught in our M.Ed program and courses that are required for both degrees will be offered to both groups simultaneously.

Table C: Unit Administrative, Faculty, and Staff Support						
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2015 – 16	0	0	2	.20	2	.20
2016 – 17	0	0	2	.20	2	.20
2017 – 18	0	0	2	.20	2	.20
2018 – 19	0	0	2	.20	2	.20
2019 – 20	0	0	2	.20	2	.20
Faculty						
2015 – 16	0	0	8	1.50	8	1.50
2016 – 17	0	0	8	1.50	8	1.50
2017 – 18	0	0	8	1.50	8	1.50
2018 – 19	0	0	8	1.50	8	1.50
2019 – 20	0	0	8	1.50	8	1.50
Staff						
2015 – 16	0	0	1	.10	1	.10
2016 – 17	0	0	1	.10	1	.10
2017 – 18	0	0	1	.10	1	.10
2018 – 19	0	0	1	.10	1	.10
2019 – 20	0	0	1	.10	1	.10

Physical Plant

The program will be housed at the University Center in Greenville and adequate space is available to offer classes and house faculty for program implementation.

Equipment

All equipment needed for instruction and research related to the program will be available through normal departmental acquisitions.

Library Resources

The Clemson University Library holdings and electronic access are adequate to support the program. All major journals in our files are available online or through open access. No additional library resources are anticipated; however, a small amount of funding will be budgeted to add journals or books if the need arises. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Resources include 3,593 print journal subscriptions, approximately 48,000 e-journals, more than 22,800 e-books, and more than 400 online databases. During the 2007-2008 fiscal year, the budget for electronic databases and journals was \$3.8 million; \$1 million for print periodicals; and \$1.4 million for e-books, printed books, standing orders, and media.

Accreditation, Approval, Licensure, or Certification

The MAT program is designed to meet the standards established by the Council for Exceptional Children and the program will be submitted for approval based upon CEC Standards. Program Assessments will be developed to address CEC standards and a brief description of the

accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected;

The program has been developed to address CEC standards for teaching in the areas of study. Program graduates who complete successfully the course of study and practical experiences will be able to meet requirements for licensure in their program area (LD, ID, EBD) by passing the required PRAXIS exam.

The MAT in Special Education is designed for initial certification and thus not necessarily designed to facilitate National Board Certification for our graduates as they will need to acquire teaching experience prior to attaining NBC. However, our program addresses, through course content and practical experiences, the core propositions of the National Board for Professional Teaching Standards including:

- 1) A strong command of content;
- 2) The ability to design appropriate learning experiences that advance student learning;
- 3) The use of assessments to inform instructional decision making; and
- 4) Partnerships with colleagues, parents and the community.

Articulation and Inter-institutional Cooperation

Clemson's MAT in Special Education is geared toward career changers. Thus candidates will demonstrate a common commitment to improving outcomes for individuals with disabilities. However, candidates may come from various backgrounds with a range of undergraduate degrees from any accredited institution. 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. Because the MAT will operate in a cohort fashion, coursework will not be offered at or through other institutions. Upon approval of the program and implementation of the MAT, articulation information will be posted to the South Carolina Transfer and Articulation Center.

Estimate of Costs

Costs for the implementation of the MAT program are expected to be subsumed within the current faculty lines in Special Education. With 7 full-time faculty members and one clinical faculty we will be able to offer the coursework as part of our typical teaching load. While additional faculty may be added to support the MAT program at a later date, if enrollment indicates a need for additional course sections, current faculty will be able to provide coursework and practicum supervision for the program. A majority of the courses in the proposed MAT 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.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500	\$102,500
Faculty Salaries	\$117,330	\$117,330	\$117,330	\$117,330	\$117,330	\$586,650
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	\$3054	\$3054	\$3054	\$3054	\$3054	\$15,270
Supplies and Materials	\$1000	\$1000	\$1000	\$1000	\$1000	\$5000
Library Resources	0	0	0	0	0	0
Equipment	\$1000	\$1000	\$1000	\$1000	\$1000	\$5000
Facilities	0	0	0	0	0	0
Other (Identify)						
TOTALS	\$142,884	\$142,884	\$142,884	\$142,884	\$142,884	\$714,420
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$65,565	\$262,260	\$289,090	\$303,480	\$318,600	\$1,238,995
Program-Specific Fees	0	0	0	0	0	0
State Funding*	0	0	0	0	0	0
Reallocation of Existing Funds**	\$137,830	\$137,830	\$137,830	\$137,830	\$137,830	\$137,830
Federal Funding	0	0	0	0	0	0
Other Funding (Specify)	0	0	0	0	0	0
TOTALS	\$203,395	\$400,090	\$426,920	\$441,310	\$456,430	\$1,928,145

Tuition for this program is based on the program beginning with a full time cohort of students during summer 2015. This figure is based on 15 full time students the first summer, fall, spring, and 30 in the second summer semester with half graduating during this semester. The reallocation of existing funds is use of resources currently in the department for faculty and administrative support for current programs in special education (undergraduate and graduate). Faculty and administrative support will be reassigned to the MAT in Special Education.

South Carolina Department of Education/Council for Exceptional Children Standards

The MAT in Special Education (LD, ID, EBD) is aligned with CEC preparation standards and will be submitted for approval through the CEC performance-based review.

CEC Preparation Standards and Key Elements

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 strategies 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 agencies in culturally responsive ways to address the needs of individuals with exceptionalities</i>

<i>across a range of learning experiences.</i>
<i>Key Elements</i>
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.

The following table describes our assessment framework with specific assessments tied to CEC standards that will be collected for each candidate across their program. Assessment data will be compiled each year and included in our annual assessment report. The annual assessment report will document candidate performance for each standard and analyses of candidates' performance will allow program faculty to continue, adjust, or modify program components and activities. Data from annual assessment reports are included in the Council for the Accreditation of Educator Preparation (CAEP) accreditation program report.

MAT in Special Education Assessment Framework

Name of Assessment	Type or Form of Assessment	CEC Standards Alignment
1 PRAXIS	State licensure test: Special Education:	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
2 IEP Project	Candidates review assessment information and develop IEP using software approved by the state (EXCENT)	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
3 Unit Plan	Candidates develop and implement a 4-week unit plan based on Common Core State Standards for a specific grade and subject in their practicum placement. Plan includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes.	CEC Standard 1: 1.1 CEC Standard 3: 3.1, 3.2, 3.3 CEC Standard 5: 5.1, 5.2, 5.7
4 Teaching Final Summary	Final joint evaluation by the University Supervisor and Mentor Teacher of candidate's semester-long teaching experience	CEC Standard 2: 2.1, 2.2 CEC Standard 5: 5.2, 5.7 CEC Standard 6: 6.1, 6.3, 6.4, 6.5, 6.6
5 Curriculum-Based Measurement Project	Field-based project where candidate collects academic performance data for an individual student and makes instructional decisions and recommendations based on student performance data.	CEC Standard 1: 1.1, 1.2 CEC Standard 4: 4.2, 4.4 CEC Standard 5: 5.1, 5.6 CEC Standard 7: 7.1
6 Behavior Change Project	Field-based project where candidates identify a target behavior to address based upon functional behavior analysis and apply specific intervention(s) to address the student's behavior.	CEC Standard 1: 1.2 CEC Standard 2: 2.2, 2.3 CEC Standard 4:

Name of Assessment	Type or Form of Assessment	CEC Standards Alignment
		4.4 CEC Standard 5: 5.6 CEC Standard 6: 6.1 CEC Standard 7: 7.1, 7.2, 7.3
7 Evidence-Based Intervention Report	Candidates identify a specific behavioral or academic deficit for a student with disabilities. Candidates identify an intervention that may be implemented to address the student's learning need. Candidates conduct an electronic search of educational databases to identify research to support the intervention. Candidates develop a manuscript that describes the intervention and its potential use based upon evidence from the literature.	CEC Standard 5: 5.1, 5.6
8 Assistive Technology Project	Candidates analyze the information provided in a detailed case study. They use that information to design and develop low-tech equipment that addresses the assistive technology needs that have been presented in the case study description.	CEC Standard 1: 1.1, 1.2 CEC Standard 5: 5.1, 5.3, 5.4

Clemson University
Master of Arts in Teaching in Special Education
Addendum to Proposal

Section III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the *Policy Guidelines for South Carolina Educator Preparation Units*, (<http://www.scteachers.org/educate/edpdf/boardpolicy.pdf>) including the following:

A. ADEPT

How: Candidates are assessed on planning, instruction, content, classroom management, and professionalism across 8 observations (4 by the University Supervisor and 4 by the Classroom Teacher). Mid-term and Final Summary Evaluations provide a more global view of the candidate's proficiency and address the four domains of ADEPT including Planning, Instruction, Environment, and Fulfilling Professional Responsibilities. Finally, candidates develop an electronic portfolio that demonstrates their competency across the ADEPT standards. The portfolio is presented to faculty at the end of the candidate's student teaching experience.

When: Candidates' formal ADEPT evaluations are completed across their student teaching experience with the Final Summary and electronic portfolio evaluation as the culminating assessment.

B. PADEPP

Not applicable to this program.

C. Education Economic Development Act (EEDA)

(<http://www.scteachers.org/educate/edpdf/PerformancebasedStandards.pdf>)

EEDA Standards are included in EDSP 823 Teaching Individuals with Disabilities in Integrated Settings and candidates are assessed on knowledge of Standards 1-4 via a test module developed for initial programs in MAT in Special Education. EEDA Standards 5-7 are assessed in student teaching through lesson observations and documented on the lesson observation forms as well as the final summary evaluation form.

D. South Carolina Standards of Conduct

How: Candidates receive a student teaching handbook that includes the State Standards of Conduct for South Carolina Educators and each candidate must sign a form that indicates he/she has read the contents of the handbook and will abide by the contents within. In addition, each candidate must complete a required SLED background check.

When: During orientation seminars prior to student teaching candidates are presented the information and complete the required form. The required background check must be completed before candidates are allowed to student teach.

E. South Carolina Safe School Climate Act

<http://www.scteachers.org/Educate/edpdf/climateact.pdf>

Candidates attend a Safe Schools Climate Act presentation as a requirement in student teaching orientation and are assessed on knowledge and experience with the Act.

F. PreK-12 Academic Standards

<https://www.ed.sc.gov/agency/standards-and-learning/academic-standards/>

In the methods block classes and in the field experiences candidates are required to develop lessons and an academic unit that addresses appropriate academic (common core and South Carolina) standards.

In student teaching candidates must complete lesson plan templates for each observed lesson that include a listing of the curriculum standards addressed by the lesson. Candidates also complete a unit of instruction that addresses common core and South Carolina academic standards for the appropriate content.

G. Admission Requirements -Initial and Advanced (Assurance of compliance)

To enter the MAT program in Special Education, applicants must have completed an undergraduate degree from an accredited institution. An application package for admission will include (1) online application, (2) undergraduate and graduate transcripts (cumulative minimum grade-point average of 3.00 on undergraduate work), (3) two recommendations from persons who can address the applicant's capacity for graduate level work in special education, (4) current résumé, (5) competitive GRE scores on verbal, quantitative and writing assessments (GRE verbal scores of at least 150 and quantitative reasoning scores of at least 144), and (6) an essay that addresses knowledge, accomplishments, and future career goals. An interview, in person or virtually, that reflects strong communication skills, knowledge, and enthusiasm for teaching and learning is also required. Prospective students are encouraged to apply three months prior to the beginning of the term in which they wish to enroll.

H. Eligibility for Initial Certification (Assurance of compliance)

The MAT program is designed to meet the standards established by the Council for Exceptional Children and the program will be submitted for approval based upon CEC Standards. Program Assessments will be developed to address CEC standards and a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected;

The program has been developed to address CEC standards for teaching in the areas of study. Program graduates who complete successfully the course of study and practical experiences will be able to meet requirements for licensure in their program area (LD, ID, EBD) by passing the required PRAXIS exam.

I. Field and Clinical Experiences Requirements

<http://www.scteachers.org/ADEPT/evalpdf/EducatorPreparationGuidelines.pdf>

Candidates will complete a minimum of 75 hours of field experiences prior to clinical practice, are required to undergo SLED and FBI background checks prior to clinical practice, have extensive and continuous field experience/clinical practice throughout their programs, and teach independently and continuously for at least the minimum required by the State of SC for licensure. Candidates are supervised by qualified mentors and supervisors and are evaluated formatively and summatively.

J. Annual Reports (AACTE/NCATE and Title II)

Our Unit, the School of Education, submits annual reports to AACTE, NCATE (CAEP) and Title II which will include data on our program.

K. Commitment to Diversity Assurance

Our School of Education unit has a diversity statement, a diversity plan and creates an annual diversity report. These include diversity of faculty and student populations and the provision of diverse experiences for faculty and students. All of these pertain to the special education MAT program. Data are collected annually from candidates in the program to ensure that their field experiences include diverse populations. By nature of the program, the special education settings in which candidates teach are diverse.

L. Professional Development Courses (<http://www.nsd.org/standards/index.cfm>)

Not applicable as courses offered in the program are for degree seeking students of MAT Special Education.

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS

http://www.nbpts.org/the_standards/standards_by_cert)

The MAT in Special Education is an initial program designed for initial certification and thus not necessarily designed to facilitate National Board Certification for our graduates as they will need to acquire teaching experience prior to attaining NBC. However, our program addresses, through course content and practical experiences, the core propositions of the National Board for Professional Teaching Standards including:

- 1) A strong command of content;
- 2) The ability to design appropriate learning experiences that advance student learning;
- 3) The use of assessments to inform instructional decision making; and
- 4) Partnerships with colleagues, parents and the community.

N. Experimental or Innovative Programs Policy (Assurance of compliance)

Not applicable as this program does not fall under this category.

O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf

The program has aligned its coursework to the ISTE standards:

1. Facilitate and inspire student learning and creativity.
 - Candidates develop lessons and units of instruction that include technology to support student learning.
2. Design and develop digital age learning experiences and assessments.
 - Candidates complete curriculum-based measurement projects that require graphing of data; candidates complete an instructional technology project that provides appropriate support for students' unique learning needs.
3. Model digital age work and learning.
 - Candidates incorporate technology into their daily lessons through the use of iPads, laptops, smart and promethean boards.
4. Promote and model digital citizenship and responsibility.
 - Candidates demonstrate the appropriate use of technology and sign an agreement prior to student teaching regarding the appropriate use of technology within and outside the classroom.
5. Engage in professional growth and leadership.
 - During student teaching candidates describe their professional growth over their program through their electronic teaching portfolio. Candidates include in the e-portfolio a description of at least three professional development activities they have completed across the semester.

Section IV

MAT in Special Education

A. The MAT in Special Education is an initial certification program, and adheres to the Council for Exceptional Children (CEC) Professional and Ethical Principles and Standards for Professional Practice in Teaching and Assessment. Coursework and practical experiences will address these, and candidates’ knowledge, skills, and dispositions across the principles and standards will be assessed through course assignments, observation and evaluation of teaching in practicum experiences, and state and national teaching exams (PRAXIS).

B. List of Assessments and Alignment to Standards

	Name of Assessment ¹	Type or Form of Assessment ²	When the Assessment Is Administered ³	CEC Standards Alignment
1	PRAXIS	State licensure test: Special Education: Core Knowledge and Mild-to-moderate Applications (0543)	Summer 2	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
2	IEP Project	Candidates review a case study of a middle/secondary-aged student and develop a draft IEP using IEP software used by the state (EXCENT), including transition goals, for the student.	EDSP 810, or 813, or 816: Summer 1	CEC Standard 1: 1.2 CEC Standard 4: 4.1, 4.2, 4.3 CEC Standard 5: 5.2, 5.5 CEC Standard 6:

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³	CEC Standards Alignment
			6.5 CEC Standard 7: 7.2
3 Unit Plan	Candidates develop and implement a 4-week unit plan based on Common Core State Standards for a specific grade and subject in their practicum placement. Plan includes pre- and post-assessment data to document effectiveness of their instruction on student learning outcomes.	EDSP 815: Fall	CEC Standard 1: 1.1 CEC Standard 3: 3.1, 3.2, 3.3 CEC Standard 5: 5.1, 5.2, 5.7
4 Student Teaching Final Summary	Final joint evaluation by the University Supervisor and Mentor Teacher of candidate's semester-long teaching experience	EDSP 812, or 815, or 818: Spring	CEC Standard 2: 2.1, 2.2 CEC Standard 5: 5.2, 5.7 CEC Standard 6: 6.1, 6.3, 6.4, 6.5, 6.6
5 Curriculum-Based Measurement Project	Field-based project where candidate collects academic performance data for an individual student and makes instructional decisions and recommendations based on student performance data.	EDSP 812, or 815, or 818: Spring	CEC Standard 1: 1.1, 1.2 CEC Standard 4: 4.2, 4.4 CEC Standard 5: 5.1, 5.6 CEC Standard 7: 7.1
6 Behavior Change Project	Field-based project where candidates identify a target behavior to address based upon functional behavior analysis and apply specific intervention(s) to address the student's behavior.	EDSP 856: Fall	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

Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³	CEC Standards Alignment
7 Evidence-Based Intervention Report	Candidates develop a thorough description of a specific assessment instrument including normative data, technical adequacy, scoring guidelines, and the MMY evaluation of the instrument. Candidates then administer the assessment to a student in a local school setting. Candidates must collect relevant background information for the student and describe the results of the student's assessment. Finally candidates write an IEP objective based on informal assessment in the identified area of weakness as determined by the formal assessment results.	EDSP 821: Summer 1	CEC Standard 5: 5.1, 5.6
8 Assistive Technology Project	Candidates analyze the information provided in a detailed case study. They use that information to design and develop a piece of low-tech equipment that addresses the assistive technology needs that have been presented in the case study description.	EDSP 810, or 813, or 816: Summer 1	CEC Standard 1: 1.1, 1.2 CEC Standard 5: 5.1, 5.3, 5.4

- C. Assessment rubrics will be developed following our current assessment system for our undergraduate special education program prior to submission to CEC review.**
- D. Annual data are collected and summarized and special education faculty meets to address any areas where evidence indicates a need for improvement. A plan for improvement is included in the annual report and implemented for the following year within coursework or field experiences.**