

## NEW PROGRAM PROPOSAL FORM

Name of Institution:  
College of Charleston

Name of Program (include degree designation and all concentrations, options, or tracks):  
Special Education, Multicategorical B.S./A.B.

Program Designation:

- ☐ Associate's Degree      ☐ Master's Degree  
☒ Bachelor's Degree: 4 Year      ☐ Specialist  
☐ Bachelor's Degree: 5 Year      ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
☐ 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:  
August 2022

CIP Code: 13.1001

Delivery Site(s): College of Charleston downtown campus, traditional/face-to-face (50201), online

Delivery Mode:

- ☒ Traditional/face-to-face      ☒ Distance Education  
\*select if less than 25% online      ☒ 100% online  
☐ Blended/hybrid (50% or more online)  
☐ Blended/hybrid (25-49% online)  
☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):  
Adam W. Jordan, Associate Professor of Special Education, 919-260-8100, jordanaw@cofc.edu

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

- |    |                                 |                    |
|----|---------------------------------|--------------------|
| 1. | Department of Teacher Education | March 26, 2021     |
| 2. | Dean, School of Education       | April 2, 2021      |
| 3. | Academic Planning Committee     | September 10, 2021 |
| 4. | Faculty Curriculum Committee    | September 10, 2021 |
| 5. | Faculty Senate                  | October 5, 2021    |
| 6. | Board of Trustees               | October 21, 2021   |

### **Background Information**

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

The College of Charleston proposes to develop and deliver a 63-credit hour B.S./A.B. in Special Education, Multicategorical. This proposal establishes a program which leads to multicategorical certification in the state of South Carolina, a distinction held for candidates who are cross-categorically trained. This certification spans grades P-12. Upon graduation, the graduates will have more diverse opportunities for employment and will help to fill much needed multicategorical positions in critical needs areas in the K-12 system. This is achieved by combining our currently separate characteristics and procedures courses in each area and creating new, inclusive courses, allowing students to have specific training in each of the three major areas. This is a common and modern approach, utilized by other institutions in the state and across the country.

The degree program is intended to begin in the Fall Semester of 2022, and it will be offered at the historic main campus of the College of Charleston. The program will be ongoing and the target audience includes traditional and transfer students. Based on a very conservative projection, about 90 students are expected to enroll by the fourth year of the program. The courses in the program will be delivered through traditional classroom-based, face-to-face instruction.

Additionally, an estimated cohort 20-30 students may take courses fully at a distance through use of state funding through the Support for the Preparation of Assistants/Staff in becoming New Special Educators (SPAN). This is only an estimate based on experiences with our certificate programs at the graduate level. The SPAN program is designed to fully fund the bachelor's degrees of full-time South Carolina school employees with classroom experience at the assistant level. Offering our new multicategorical program in this fashion will allow us to meet several strategic goals including, but not limited to, the diversification of our programs as well as contributing to closing the vacancy gap for our local school districts. Because SPAN students are full-time school employees, the state mandates they must only be part-time students in the fall and spring, though they may take full-time course loads in the summer sessions. While other SC residents will be eligible for the program, at this time, out-of-state students will not be eligible for this track due to the field and internship requirements of an initial licensure program.

The proposed new program closely aligns with the college's strategic plan, including the attraction of diverse and qualified students. The proposed program will be an innovative and signature program in the state in regard to inclusive education.

The College of Charleston's School of Education, Health, and Human Performance is well-situated to implement this program. First, we have longstanding partnerships with local districts who consistently speak to the need for such a program. Second, as evidenced by the faculty roster in Appendix F, the faculty at the College of Charleston are well-qualified to teach this program as well as conduct scholarly research in the field. Finally, the College of Charleston's Special Education program has a long history of success, having graduated and placed numerous students in schools all across the state and the country.

### **Assessment of Need**

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

The need for our program is made evident in the demands of our K-12 partners, who note areas of specific need, all of which are supported by the literature in the field. Fleeting are the days when students with disabilities are served in entirely separate spaces. Currently, approximately 72% of students with learning disabilities spend the majority of their time in the general education classroom, and 95% of students with disabilities are served in regular schools

College of Charleston, B.S./A.B., Special Education, Multi-Categorical 2

([https://nces.ed.gov/programs/coe/indicator\\_cgg.asp#:~:text=Approximately%20two%2Dthirds%20of%20students,school%20day%20inside%20general%20classes](https://nces.ed.gov/programs/coe/indicator_cgg.asp#:~:text=Approximately%20two%2Dthirds%20of%20students,school%20day%20inside%20general%20classes)) As such, the reality is that general education teachers need much greater focus on special education processes and methods, and special educators need a more inclusive understanding of the general education environment. Historically, our general education and special education programs have co-existed in Teacher Education but have gone through their respective programs with no professional overlap. This proposal seeks to create inclusive spaces with general and special education majors, using excellent existing courses from our general education programs with specific foci on mathematics and literacy instruction.

Furthermore, recent data suggest increasing needs across the state as a result of teacher departures ([https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22\\_supply\\_demand\\_report\\_1\\_.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf), page 1). To help diversify the ways in which we offer courses with broad access, we propose to offer a fully online pathway using these courses to attract cohorts of students through the state of South Carolina's new SC-SPAN Program, a division of the CREATE initiative. CREATE (<https://sccreate.org/>) is a state sponsored grant program in South Carolina with a specific focus on funding the preparation of special education teachers. SPAN stands for Support for the Preparation of Assistants/Staff in becoming New Special Educators.

Nationally, Special Education is a field at a critical crossroads. With increasing teacher shortages and an increased demand for highly qualified special education teachers who can teach in increasingly diverse and inclusive settings, now is the time to modify teacher preparation programs in order to meet the needs of school districts across the state and across the nation. In reality, most students with disabilities spend most of their day in general education classroom settings (<https://nces.ed.gov/fastfacts/display.asp?id=59>). Most recent data from the Department of Education indicate that 64% of all students with disabilities spend 80% or more of their school day in general education settings. This means that the Special Education teachers of today, and of tomorrow, must have a broad knowledge base with the ability to include, adapt, modify, and accommodate. These teachers must be competent in the psychometric realities of Special Education, while meeting the social and emotional needs of diverse students. They must address the need to work closely with families and other professionals while ensuring they are producing high quality Individualized Education Programs and supporting students in the many transitions they experience in their P-12 transitions.

Our proposed program is a direct response to these needs and to the critical need for highly qualified Special Education teachers. Recent data from the Center for Educator Recruitment, Retention, and Advancement indicate that in the 2021-2022 school year, 162.5 special education vacancies will remain unfilled in the state of South Carolina ([https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22\\_supply\\_demand\\_report\\_1\\_.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf), p. 10). The changes we propose in this new program include more diverse preparation for our graduates in all disability areas, increased opportunity to collaborate alongside general education teacher education majors, and an increased focus on working with families and teams as well as school mental health and wellness, an increasing area of concern and focus in 2021. In short, this new program is data driven; it considers the needs of schools and addresses them in a proactive, collaborative, and supportive manner.

### **Transfer and Articulation**

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

No articulation agreements are in place for this program.

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Special Education Teacher	6600+	Increasing annually	463,200	8% increase 2020-2030	South Carolina Annual Educator Supply & Demand Report; Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook

### Supporting Evidence of Anticipated Employment Opportunities

Special Education Teachers have been in high demand in the United States for years, evidenced in the consistent listing of special education as a teacher shortage area across the country since 1990 (U.S. Department of Education, 2021). Increased teacher attrition in recent years, particularly during COVID, coupled with an increase in the number of P12 students qualifying for special education, indicates that the need for certified special educators will continue (Monin et al., 2021), with an 8% projected increase by 2030 (Bureau of Labor Statistics, 2021).

Trends for employment of special education teachers in South Carolina mirror national realities. For the 2021-22 academic year, the South Carolina Department of Education (2021) identified special education as a critical need subject area and noted that in the previous year 23.31% of special education positions in the state were either vacant or filled by employees not fully certified. In its annual report, South Carolina's Center for Educator Recruitment, Retention, & Advancement (2021) noted that special education was one of the "fields with the largest escalation in vacant positions" (p. 4). Public schools in South Carolina hired 713 new special educators for the 2021-22 academic year with 162 vacancies outstanding after school year commenced; students in schools and classrooms of those 162 vacant positions are not being fully served to meet their needs.

Historical, current, and projected state and national data highlight the ongoing need for additional, certified special education teachers. Combined with the information provided in the Assessment of Need section, this newly proposed program in multicategorical special education will produce highly qualified teachers with the requisite skills, knowledge, and experiences to serve the diverse needs of South Carolina's P12 students across a variety of school settings.

Bureau of Labor Statistics, U.S. Department of Labor. (2021). *Occupational outlook handbook, special education teachers*.

<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm>

Center for Educator Recruitment, Retention, & Advancement. (2021). *South Carolina Annual Educator Supply & Demand Report*.

[https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22\\_supply\\_demand\\_report\\_1\\_.pdf](https://www.cerra.org/uploads/1/7/6/8/17684955/2021-22_supply_demand_report_1_.pdf)

Monin, K., Day, J., Strimel, M., & Dye, K. (2021, June 1). *Why now is the perfect time to solve the special education teacher shortage*. Council for Exceptional Children.

<https://exceptionalchildren.org/blog/why-now-perfect-time-solve-special-education-teacher-shortage>

South Carolina Department of Education. (2021). *2021-22 Critical need subject areas South Carolina teacher loan program*.

<https://ed.sc.gov/educators/recruitment-and-recognition/critical-need-areas/2021-22-subject/>

U. S. Department of Education. (2021). *Teacher Shortage Areas*. <https://tsa.ed.gov/#/reports>

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2022-2023	50	50	50
2023-2024	75	75	75
2024-2025	83	83	83
2025-2026	91	91	91

Explain how the enrollment projections were calculated.

The projections are produced based on data indicating enrollment trends over the last three academic years. Additionally, these trends indicate the potential SPAN cohort, described in the proposal, which would have mandatory summer enrollment. A cohort of 30 is estimated.

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

☐ Yes

☒ No

### Curriculum

#### New Courses

List and provide course descriptions for new courses.

EDFS 403 Characteristics and Procedures of Individuals with Intellectual Disabilities:

This course builds on the introductory knowledge of students with intellectual disabilities gained in EDFS 401: Neurodiversity and Introduction to the Exceptional Learner by offering an in-depth analysis of common characteristics of individuals with intellectual disabilities, including an analysis of theory and practice related to identification as well as educational and community programs and provisions. An in-depth study of educational procedures, curriculum, methods and materials used to teach children and youth with varying degrees intellectual disabilities is offered, including teaching procedures, systems of support, development and use of materials, technology and classroom management techniques.

EDFS 404 Characteristics and Procedures of Individuals with Learning Disabilities:

This course builds on the introductory knowledge of students with learning disabilities gained in EDFS 401: Neurodiversity and Introduction to the Exceptional Learner by offering an in-depth analysis of common characteristics of individuals with learning disabilities as well as common teaching procedures. EDFS 404 offers an in-depth study of the unique learning and behavioral characteristics of children and youth with learning disabilities and includes information about definitions; cognitive, academic, and social-emotional characteristics; and hypothesized causes of learning disabilities that will be used when making identification, placement, and instructional decisions. The course also addresses current issues in the field of learning disabilities.

EDFS 405 Characteristics and Procedures of Individuals with Emotional Disabilities:

This course builds on the introductory knowledge of students with emotional and/or behavioral disabilities (EBD) gained in EDFS 401: Neurodiversity and Introduction to the Exceptional Learner by offering an in-depth analysis of common characteristics of individuals with EBD as well as common teaching procedures, data collection techniques, and methods of data analysis. Included is a study of the application of functional behavioral assessment, development of positive behavior intervention plans, and instruction in social competence addressing the unique social learning and behavioral characteristics of students exhibiting high-incidence disabilities with primary or secondary behavioral and/or emotional characteristics within the context of an academically meaningful school-based program.

**EDFS 406 Families and Teams:**

The field of Special Education is a dynamic field which requires close collaboration with families of students with disabilities as well as a need for practicing in a transdisciplinary manner. In this course, multifaceted and validated approaches to working in community with families and other professionals is explored. Emphasis is given to cultural diversity and to disability rights and justice. Both intellectual and theoretical concepts as well as practical strategy application is explored. In addition, students are asked to be self-reflective of their own cultural backgrounds and consider how those backgrounds may influence teaching practices.

**EDFS 408 School Mental Health and Wellness:**

Schools are a consistent and often the only provider of mental health and wellness services for students. In this course, the concept of school mental health and wellness is explored. Students engage in an understanding of the role of the teacher in creating mentally healthy school spaces as well as an understanding of the processes for collaborating with other professionals including counselors, nurses, social workers, and other mental health and wellness professionals.

The program of study is mapped as follows:

**Table 1:  
Program of Study (63 hours)**

**Program  
Prerequisites  
(6 hours)**

<b>Course Number</b>	<b>Course Title</b>	<b>CEC Initial Preparation Standards Covered (<a href="https://exceptionalchildren.org/standards/initial-special-education-preparation-standards">https://exceptionalchildren.org/standards/initial-special-education-preparation-standards</a>)</b>	<b>Read to Succeed Standards</b>
EDFS 201	Foundations of Education	Pre-req (No CEC Standards)	
EDFS 303	Human Growth and Development and the Education Process	Pre-req (No CEC standards)	

**Semester 1  
(15 hours)**

EDEE 323	Development of Mathematical Thinking	Non-SPED specific course	
EDFS 326	Technology for Teachers	Non-SPED Specific course	

EDFS 401	Neurodiversity: Introduction to the Exceptional Learner	1, 2, 3, 4, 5, 6, 7	
EDFS 406	Families and Teams	2, 6, 7	
EDEE 425	Foundations of Language and Literacies (R2S)	Non-SPED Specific Course	1.1, 1.2, 1.3, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.16, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.1

**Semester 2  
(15 hours)**

EDFS 350	Field 1 (Literacy Assessment) (R2S)	1, 3, 4, 5	3.1, 3.2, 3.3, 3.4, 4.3, 4.4, 5.3, 5.4, 6.3, 6.4, 7.7, 7.8, 8.2, 8.3,
EDFS 403	Characteristics and Procedures of ID	1, 2, 3, 4, 5, 6, 7	
EDFS 404	Characteristics and Procedures of LD	1, 2, 3, 4, 5, 6, 7	
EDFS 405	Characteristics and Procedures of ED	1, 2, 3, 4, 5, 6, 7	
EDEE 429/435	Reading Methods (R2S)	Non-SPED specific	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.17, 2.18, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 7.5, 7.8, 8.1

**Semester 3  
(15 hours)**

EDEE 365/366	Math Methods	Non-SPED Specific	
EDFS 408	School Mental Health and Wellness	1, 2, 3, 4, 5, 6, 7	
EDFS 413	Field 2 (Writing in the Content Areas) (R2S)	1, 2, 3, 4, 5, 6, 7	2.5, 2.19, 2.20, 4.1, 4.2, 4.3, 4.4, 4.6, 5.1, 5.2, 5.3, 5.4
EDFS 437	Data-Driven Assessment and Individualized Instructional Strategies	4, 5, 7	
EDFS 450 or EDEE 407	Behavior Management / Creating Learning Environments	450: 1, 2, 6, 7	

**Semester 4  
(12 hours)**

EDFS 440	Clinical Practice	1, 2, 3, 4, 5, 6, 7	
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A sample syllabus is provided for each course in Appendix H. The first page of each syllabus contains a detailed course description which matches the catalog entry.

**SC-SPAN PROGRAM: Support for the Preparation of Assistants/Staff in Becoming New Special Educators**

In addition to the above face-to-face and traditional model, we propose to offer a fully online pathway using these courses in order to attract cohorts of students through the state of South Carolina's new SC-SPAN Program, a division of the CREATE initiative. SPAN stands for Support for the Preparation of Assistants/Staff in becoming New Special Educators. The program is designed to fully fund the bachelor's degrees of full-time SC school employees with classroom experience at the assistant level. Offering our new multicategorical program in this fashion will allow us to meet several strategic goals including, but not limited to, the diversification of our programs as well as contributing to closing the vacancy gap for our local school districts.

Because SPAN students are full time school employees, the state mandates that they must only be part-time students in the fall and spring, though they may take full time course loads in the summer sessions. As such, we propose the following as a sample curriculum schedule using the above courses. All classes would be offered in a fully online capacity.



Table 2 offers a curriculum sheet for this option. The same courses as mapped above apply to this program. Courses are offered in a part-time format during the fall and spring and a full time format during the summer in order to accommodate not-traditional students.

**Table 2: Proposed SPAN Option**

<b>Semester</b>	<b>Proposed Courses</b>
Summer 1 (12 hours)	EDFS 201, EDFS 303, EDFS 326, EDFS 401
Fall 1 (9 hours)	EDFS 323, EDFS 406, EDEE 425
Spring 1 (9 hours)	EDFS 350, EDFS 403, EDFS 404
Summer 2 (12 hours)	EDFS 405, EDEE 429/435, EDFS 437, EDFS 450
Fall 2 (9 hours)	EDEE 365/366, EDFS 408, EDFS 413
Spring 2 (12 hours)	EDFS 440

Total Credit Hours Required: **63**. Students must complete the general education liberal arts requirements of the College of Charleston and earn a minimum of **122** total credit hours.\*

**Prerequisite courses required for program entry (to be taken during the freshman/sophomore year):**

EDFS 201: Foundations of Education (3 hours)

EDFS 303: Human Growth and Development and the Education Process (3 hours)

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
EDEE 323: Development of Mathematical Thinking	3	EDFS 350: Field Experience I in the Instruction of Students with Disabilities	3		
EDFS 326: Integrating Technology Into Teaching	3	EDFS 403: Characteristics and Instruction of Individuals with Intellectual Disabilities	3		
EDFS 401: Neurodiversity: Introduction to the Exceptional Learner	3	EDFS 404: Characteristics and Instruction of Individuals with Learning Disabilities	3		
EDFS 406: Families and Teams	3	EDFS 405: Characteristics and Instruction of Individuals with Emotional Disabilities	3		
EDEE 425: Foundations of Language and Literacies	3	EDEE 429: Instructional Strategies for Emergent Literacies OR EDEE 435: Instructional Strategies for Teaching Reading (Grades 2-6)	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
EDFS 408: School Mental Health and Wellness	3	EDFS 440: Clinical Practice in Special Education	12		

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
EDFS 413: Field Experience II in the Instruction of Students with Disabilities	3				
EDFS 437: Data-Driven Assessment and Individualized Instructional Strategies	3				
EDFS 450: Classroom and Behavior Management OR EDEE 407: Creating Effective Learning Communities	3				
EDEE 365: Teaching Mathematics: PreK – Grade 3 OR EDEE 366: Teaching Mathematics: Grades 2-8	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

ACAP

3/31/22

Agenda Item 1.b

**\*REACH Act:** As confirmed in the September 21, 2021 letter from College of Charleston's President Andrew T. Hsu as issued to Rusty Monhollon, CHE's President and Executive Director, this new program along with every current and future undergraduate degree program beginning with the entering freshman class of the 2021-22 academic year, will require the completion of a 3-credit hour course covering in its entirety the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, at least five *Federalist Papers* and at least one document that is foundational to the African American struggle among the following 12 courses that are currently offered regularly at the College of Charleston:

Political Science

POLI 101 American Government

HONS 165 Honors American Government

POLI 320 Constitutional Law

POLI 321 Civil Liberties

POLI 387 American Political Thought

History

HIST 201 United States to 1865

HIST 202 United States since 1865

HIST 216 African American History to 1865

HIST 217 African American History since 1865

HIST 304 History of the United States: Civil War and Reconstruction, 1845-1877

Philosophy

PHIL 209 Political Philosophy

PHIL 310 American Philosophy

**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.

The following programs are identified as programs in the state which offer multicategorical certification as an initial certification at the undergraduate level.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Bachelor of Arts in Special Education	122	Clemson	Leads to multicategorical certification	CofC program has a deeper focus on working with families, related service providers, and school mental health and wellness
Bachelor of Science in Special Education in Multicategorical	120	Winthrop	Leads to multicategorical certification	CofC program has a deeper focus on working with families, related service providers, and school mental health and wellness
Bachelor of Arts in Special Education: Multicategorical	120	Coastal Carolina	Leads to multicategorical certification	CofC program has a deeper focus on working with families, related service providers, and school mental health and wellness
Bachelor of Arts in Special Education, Multicategorical	120	USC- Aiken	Leads to multicategorical certification	CofC program has a deeper focus on working with families, related service providers, and school mental health and wellness
Bachelor of Science in Special Education	120	Lander	Leads to multicategorical certification	CofC program has a deeper focus on working with families, related service providers, and school mental health and wellness

**Faculty**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>RANK and FULL OR PART-TIME</b>	<b>COURSES TAUGHT</b> Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> Relevant to Courses Taught, Including Institution & Major <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> Related to Courses Taught
Associate Professor (F)	EDEE 303: Human Growth and Development (UT)  EDFS 450: Behavior Management (UT)	Ph.D in Education University of North Carolina at Chapel Hill	P-12 Professional experience in school psychology
Professor (F)	EDFS 303: Human Growth and Development (UT)  EDEE 407: Creating Learning Environments (UT)	Ph.D in Education University of South Carolina at Columbia	P-12 Professional experience in school psychology
Associate Professor (F)	EDEE 407: Creating Learning Environments (UT)	Ph.D in Elementary Education University of South Carolina at Columbia	P-12 Professional experience in special education
Professor (F)	EDEE 425: Foundations of Language and Literacies (UT)  EDEE 429: Reading Methods (UT)  EDEE 435: Reading Methods (UT)	Ph.D. in Reading Education University of Georgia	P-12 Professional experience in literacy and elementary education

1	2	3	4
RANK and FULL OR PART-TIME	<b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G) [Dual]</b> Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught, Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Associate Professor (F)	EDFS 350: Field 1 (UT)  EDFS 403: Characteristics and Procedures for Students with Intellectual Disabilities (UT)  EDFS 404: Characteristics and Procedures for Students with Learning Disabilities (UT)  EDFS 405: Characteristics and Procedures for Students with Emotional Disabilities (UT)  EDFS 406: Families and Teams (UT)  EDFS 408: School Mental Health and Wellness (UT)  EDFS 413: Field 2 (UT)  EDFS 437: Data-Driven Assessment and Individualized Instructional Practices (UT)  EDFS 440: Clinical Practice (UT)	Ph.D in Education, Special Education Focus University of North Carolina at Chapel Hill	P-12 Professional experience in special education
Associate Professor (F)	EDFS 201: Foundations of Education (UT)	Ed.D. in Education University of Florida	P-12 Professional experience in elementary education

1	2	3	4
RANK and FULL OR PART-TIME	<b>COURSES TAUGHT</b> <b>Including Term, Course Number &amp; Title, Credit Hours (D, UN, UT, G) [Dual]</b> Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> <b>Relevant to Courses Taught, Including Institution &amp; Major</b> <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> <b>Related to Courses Taught</b>
Assistant Professor (F)	EDFS 350: Field 1 (UT)  EDFS 403: Characteristics and Procedures for Students with Intellectual Disabilities (UT)  EDFS 404: Characteristics and Procedures for Students with Learning Disabilities (UT)  EDFS 405: Characteristics and Procedures for Students with Emotional Disabilities (UT)  EDFS 406: Families and Teams (UT)  EDFS 408: School Mental Health and Wellness (UT)  EDFS 413: Field 2 (UT)  EDFS 440: Clinical Practice (UT)	Ph.D. in Education George Mason University	P-12 Professional experience in special education
Instructor (F)	EDEE 425: Foundations of Languages and Literacies (UT)  EDEE 429: Reading Methods (UT)  EDEE 435: Reading Methods (UT)	Ed.S. in Teaching, Language, and Literacy University of South Carolina at Columbia	P-12 Professional experience in elementary education and literacy instruction



1	2	3	4
<b>RANK and FULL OR PART-TIME</b>	<b>COURSES TAUGHT</b> Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	<b>ACADEMIC DEGREES &amp; COURSEWORK</b> Relevant to Courses Taught, Including Institution & Major <b>List specific graduate coursework, if needed</b>	<b>OTHER QUALIFICATIONS &amp; COMMENTS</b> Related to Courses Taught
Assistant Professor (F)	EDFS 326: Technology for Teachers (UT)	Ph.D. in Teaching and Learning University of South Carolina at Columbia	P-12 Professional experience in educational administration and technology
Associate Professor (F)	EDFS 326: Technology for Teachers (UT)  EDFS 425: Foundations of Language and Literacies (UT)  EDEE 429: Reading Methods (UT)  EDEE 435: Reading Methods (UT)	Ph.D. in Educational Psychology University of Connecticut	P-12 Professional experience in English education and technology
Associate Professor (F)	EDFS 323: Development of Mathematical Thinking (UT)  EDEE 365: Math Methods (UT)  EDEE 366: Math Methods (UT)	Ph.D. in Curriculum Studies and Teacher Development University of Toronto	P-12 Professional experience in mathematics teaching
Assistant Professor (F)	EDFS 350: Field 1 (UT)  EDFS 401: Neurodiversity: Introduction to the Exceptional Learner (UT)  EDFS 413: Field 2 (UT)  EDFS 440: Clinical Practice (UT)	Ph.D. in Special Education University of North Carolina at Charlotte	P-12 Professional experience in early childhood special education

Total FTE needed to support the proposed program:

Faculty: 2 FTE

Staff: 10% of 1 FTE (current TEDU Office Manager)

Administration: 10% of 1 FTE (current Department Chair), and 5% of 1 FTE (current Dean)

### **Faculty, Staff, and Administrative Personnel**

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

This program is fully supported with current faculty. Due to the multidisciplinary approach to the program, dedicated SPED faculty collaborate alongside general education faculty to fulfill the needs of the program. The current administrative structures of the School of Education are adequate for successful program implantation.

### **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.

The College of Charleston libraries are structured around one main library, the Marlene and Nathan Addlestone Library, with smaller, more specialized libraries that support the diverse teaching and research needs of the institution. The Addlestone Library encompasses 140,000 square feet, accommodates up to one million volumes, seats 1,600 patrons, offers 20 study group rooms, and maintains over 239 computer workstations. The facility was designed to accommodate the technological needs of a contemporary academic library. The computer workstations are equipped with links to several web browsers, a suite of Microsoft Office software, statistical software packages, and other standard computer applications. These computers are networked to seven high capacity laser printers; one color printer is also available. In addition to the desktop computers, students may borrow one of 20 laptops equipped with wireless internet hardware and software for use within the building and grounds, 3 flip cameras and 2 iMac computers with video editing capabilities. There are 60 iPads to enhance student learning in the classroom, including 5 iPads that students can check out at any time. Wireless access is available throughout the library.

The libraries' collection consists of over 1,085,194 cataloged monographs, serials and other hard copy items, including 13,472 audiovisual items in the media collection and 3,202 print subscriptions to journals and other periodicals. Print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals which are available online and available 24/7/365. All faculty and students with a valid College of Charleston account may access electronic resources from anywhere in the world. The library is a member of the Partnership among South Carolina Academic Libraries (PASCAL), a consortium of the state's academic libraries together with their parent institutions and state agency partners. PASCAL fosters cooperation on a broad range of issues including shared licensing of electronic resources (including unlimited access to over 200,000 e-book titles from major publishers and university presses) and universal borrowing.

Other significant materials can be found in the Lowcountry Digital Library. Established by the College in 2009, the Lowcountry Digital Library (LCDL) produces digital collections and projects that support research about the Lowcountry region of South Carolina and historically interconnected sites in the Atlantic World. LCDL is committed to a multifaceted approach that incorporates historical and anthropological scholarship, oral history, integrative archival practices, digital librarianship, and spatial, temporal, and environmental information. Together with its institutional partners, LCDL helps students, scholars, and a wide range of public audiences develop a better understanding of the history and culture of the South Carolina Lowcountry relative to the nation and the world. In order to provide a well-rounded digital collection, the library works with over 17 partner institutions across the coastal region of South Carolina and Barbados to digitize and describe unique local resources while adhering to national best practices and standards, ensuring the overall quality, accessibility and sustainability of these digital resources.

In addition to material and technology resources, the libraries' employ 27 tenure track faculty librarians. Librarian assistance in research, instruction, and digital scholarship is available for faculty and students. In addition, the Ask Us service provides basic research and computing assistance, both online and in person, through a combination of librarians, library staff, information technology professionals, and

student employees.

The Addlestone Library completed a major renovation project in Summer 2014, adding 200 seats for students, new outlets for charging laptops, tablets and other mobile devices, and a new high tech lecture room that doubles as added study space for students.

Every College of Charleston student is required to enroll in a First-Year Experience course (FYE), which includes training regarding library and learning resources. These topics are also included in first-year orientation for all incoming students. Many of these resources are available online via the library portal, and the library main page includes resources to support students including chat, email, and phone contact information. All new faculty are required to attend a new faculty orientation session during which Library staff provide training on how to access and utilize library resources. In addition, the front Information Desk provides guidance for general research inquiries, support for student computing, help using the computer lab and equipment, and answers to general questions

The current quantitative count of the College of Charleston Libraries' holdings in the subject areas associated with special education are **29,262 print monographs**, access to **15,946 eBooks**, and **1,793 journals** (relevant across education disciplines), available through a number of databases that the College of Charleston Libraries subscribes to. The following table breaks down the monographic holdings in the subclasses of the Library of Congress classification areas relevant to special education.

#### Library of Congress Classification Areas

Library of Congress Classification: Subclass Area	# of Print Titles	# of eBooks
L: Education (General) (L7-991)	135	24
LA: History of Education (LA5-2396)	2,294	1,113
<b>LB: Theory and Practice of Education (LB5-3640)</b>	<b>17,637</b>	<b>9,625</b>
Educational Psychology (LB1050.9-1091)	1,026	520
Child Study (LB1101-1139)	407	115
Early Childhood Education (LB1139.2-1139.5)	651	359
Preschool Education, Nursery Schools (LB1140-1140.5)	341	61
Kindergarten (LB1141-1489)	66	11
Primary Education (LB1501-1547)	244	49
Elementary or Public School Education (LB1555-1602)	2,396	762
Secondary Education, High Schools (LB1603-1696.6)	620	175
Education and Training of Teachers and Administrators (LB1705-2286)	790	724
<b>LC: Special Aspects of Education (LC8-6691)</b>	<b>8,266</b>	<b>4,984</b>
Social Aspects of Education	2,481	1,833
Inclusive Education	158	146
Education of special classes of persons: Exceptional children and youth; children and youth with disabilities; learning disabled children and youth	3,815	1,713
and youth; children and youth with disabilities; learning	930	200
LD: Individual Institutions (United States) (LD13-7501)	930	200

- **Core Books**

Published in 2011 by the Association for College and Research Libraries (ACRL), the Standards for Libraries in Higher Education states that “libraries are encouraged to use existing institutional peer groups, where available, for comparisons” (ACRL, 2018). However, it can be quite difficult to compare the collection of an entire subject area from one institution to another. Therefore, for the purposes of this proposal, the holdings of the College of Charleston Libraries have been compared to both a select list of recommended academic titles in the field as well as the holdings of two peer institutions (Clemson University, whose certification requirements are exemplified in the program proposal, and Appalachian State University, who offer a graduate program and minor in Special Education). The select list of titles were recommended by *Choice* magazine as Outstanding Academic Titles in the subject areas of education between 2014 and 2020. *Choice* is published by ACRL and is a well-known quality resource for book selection in academic libraries.

Currently, the College of Charleston Libraries holds, or has access to **80%** of these titles, either in print or as an eBook, recommended by *Choice* in their Outstanding Academic Titles series in education. Comparatively, Clemson University holds **46.2%** and Appalachian State University holds **83.1%** of the Outstanding Academic Titles in education identified between 2014 and 2020.

### Core Journals

Access to quality journal titles is essential to any academic research. The College of Charleston Libraries currently has access to **20 of 20** titles ranked by [SCImago Journal & Country Rank](#) (2020) as the top twenty journal titles in the field of Education. These are available through print access and electronic access through a mix of subscription and open access databases through the library's website. The following is a sample of SCImago top ranked journals held by the College of Charleston and their available coverage:

- **Review of Educational Research** (1931-present)
- **Journal of the Learning Sciences** (1991-8 years ago)
- **Journal of Engineering Education** (1999-present)
- **Developmental Review** (1981-present)
- **Educational Evaluation and Policy Analysis** (1979-present)
- **American Educational Research Journal** (1964-present)
- **Review of Research in Education** (1973-present)
- **Sociology of Education** (1963-present)
- **Research Synthesis Methods** (2010-present)
- **Journal of Teacher Education** (1997-present)
- **Educational Research Review** (2006-present)
- **Science Education** (1997-present)
- **Internet and Higher Education** (1998-present)
- **Strategic Organization** (2003-present)
- **Child Development** (1930-present)
- **Exceptional Children** (1988-present)
- **Journal of Research in Science Teaching** (1997-present)
- **Journal of Educational and Behavioral Statistics** (1994-present)
- **Computers and Education** (1976-present)
- **Language Learning** (1997-present)

A complete listing of journals accessible at the College of Charleston Libraries in the field of **Education** can be found here<sup>1</sup>.

### Core Databases

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<sup>1</sup> [https://pascal-cofc.primo.exlibrisgroup.com/discovery/jsearch?query=contains%2Cdbc%2Ccategory%2C&tab=jsearch\\_slot&sortby=title&vid=01PASCAL\\_COFC%3ACOFC&offset=0&journals=category%2CSocial\\_Sciences%2E2%94%80Education](https://pascal-cofc.primo.exlibrisgroup.com/discovery/jsearch?query=contains%2Cdbc%2Ccategory%2C&tab=jsearch_slot&sortby=title&vid=01PASCAL_COFC%3ACOFC&offset=0&journals=category%2CSocial_Sciences%2E2%94%80Education)

The Library Research Guides for [Education](#) and [Special Education](#) do an excellent job pointing undergraduate, graduate students, and faculty and staff to the most commonly used titles and resources in the field of Special Education. Core databases for special education include the following:

- **ERIC (EBSCO)**. Provides index and full-text to journal articles, government studies, books, dissertations, and other material on education and related fields. Covers 1966 to the present.
- **Education Full-Text (H.W. Wilson)**. Provides comprehensive coverage of an international range of English-language periodicals, monographs and yearbooks.
- **Educator's Reference Complete (Gale OneFile)**. Covers multiple levels of education from preschool to college and includes virtually every educational specialty, such as bilingual studies, health, technology and testing. Includes periodicals and US Department of Education reports.
- **Academic Search Complete**. Includes thousands of full-text journals and magazines, thousands of peer-reviewed journals, access to over 1,400 journals without an embargo, over 2,000 journals indexed in Web of Science and Scopus, and more.
- **Academic OneFile (Gale)**. Comprehensive resource for serious academic research. Includes thousands of peer-reviewed and full-text journals in a wide variety of subjects.
- **ProQuest Dissertations & Theses Global**. World's most comprehensive international collection of dissertations and theses, spanning from 1743 to the present day.
- **Mental Measurements Yearbook with Tests in Print**. Comprehensive guide to thousands of contemporary testing instruments. Contains information essential for a complete evaluation of test products within diverse disciplines.
- **PolicyMap**. Leverage thousands of U.S. data indicators to perform demographic and socioeconomic analysis, from a neighborhood census block up to the national level. Users can also upload data and customize searches for their research and studies.
- **MAS Ultra - School Edition**. Designed specifically for high school libraries, this database provides full-text nearly 600 general interest and current events publications with information dating back as far as 1975 for key magazines. It also provides more than 500 full text pamphlets, 268 full text reference books, 82,968 biographies, 90,915 primary source documents, and an Image Collection of 107,135 photos, maps and flags.
- **Middle Search Plus**. Database provides full text for popular, middle school magazines. All articles are assigned a reading level indicator. Contains thousands of biographies, historical essays, and primary source documents.
- **NoveList K-8 Plus**. Provides information on fiction and nonfiction books for children and young teens, suggested book lists for several age groups, and Recommended Reads.
- **Primary Search**. Provides full text from popular magazines for elementary school research. All full text articles are assigned a Lexile reading level indicator.
- **Teacher Reference Center**. Provides indexing and abstracts for teacher and administrator journals and magazines to assist professional educators.

### **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.

In addition to library and learning resources a number of academic and student support resources are available to graduate students at the College of Charleston.

- **Information Technology**: A variety of computing resources are available to graduate students, including a COUGARS email account, student computing system assistance. A dedicated student Help Desk is available to students via email or telephone.
- **Center for Disability Services**: The College of Charleston is committed to ensuring that all graduate programs and services are accessible to a diverse student population. The center provides reasonable and effective accommodations to facilitate student learning, and offers educational opportunities to students, faculty and staff that enhance understanding the broad spectrum of disabilities and promote an environment of institutional respect for disabilities.
- **Office of Research and Grants Administration (ORGA)**: ORGA is the central resource for information and assistance regarding major government agencies, foundations, and corporations which support research and scholarship. A dedicated staff is available to provide faculty, graduate

students, and administrators with assistance in identifying extramural funding sources, developing funding and completing proposals, narratives and budgets, assuring compliance with federal and state regulations; negotiating grant awards and contracts; and administering funded projects.

- Center for Student Learning (CSL): CSL provides students with academic assistance to facilitate effective learning strategies. Supplemental instruction, study groups and study skills seminars are scheduled throughout each semester.
- Career Center: The Career Center is a multifaceted resource center with a goal of educating and assisting students in preparing for transition to the dynamic work environment.
- Bookstore: Barnes & Noble College Booksellers manages the College of Charleston Bookstore which houses an extensive selection periodicals, best sellers, and feature titles that reflect the breadth and dept of scholarship at the college.
- Cougar Card Services: All graduate students will receive a Cougar Card. This official College of Charleston identification card connects students to all campus resources.
- Resource Coordinator: The Resource Coordinator acts as an impartial party who gives guidance and/or explanations of policies and procedures for employees, faculty and students who encounter problems arising from the operation of the college and who request assistance in identifying the proper person, office, policy, or procedure that can best address their particular situation.
- Dining Services: A variety of dining options located throughout the College of Charleston campus are available to graduate students.
- Attorney Assistance Program: Up to one hour of legal services are available on a pro bono basis to students who face a variety of personal or financial legal difficulties.
- Campus Recreation Services: A number of fitness facilities and a swimming pool are available to students to enhance their overall physical wellness.
- The Counseling Center: The mission of the Counseling Center is to increase student psychological resilience and personal growth to support persistence and success in school.
- Student Health Services: The Student Health Service provides quality primary health care in an ambulatory setting. The center provides students with access to early diagnosis and treatment of the conditions which they have or develop while in attendance at the College, and promotes awareness of the importance of regular health maintenance.
- Office of Victims Services: Services are available to College of Charleston students whether the crime occurs on or off campus, or whether the student elects to file an official police report or not. Certified victim assistance specialists provide support for both short and long-term issues associated with trauma and victimization issues, and help students address issues related to the crime and its impact on the college experience.
- Office of Institutional Diversity (OID): The Office of Institutional Diversity offers education, training, resources, and support for all students, faculty, and staff. OID fosters and advocates for a globally diverse campus at the College of Charleston.

### **Physical Resources/Facilities**

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

The College of Charleston's campuses have adequate space to support the Special Education, Multicategorical program. Courses within the new Special Education, Multicategorical program will be taught in existing classroom space. No physical plant modifications are necessary to implement this program.

All classrooms and laboratories are equipped with projectors and computers for instruction, all of which are serviced, upgraded, and/or replaced on regular cycles. In 2020, cameras and microphones were added to all instructional and meeting spaces to facilitate and support virtual and hybrid instruction during the COVID-19 pandemic. These setups allow faculty to deliver synchronous instruction from the classrooms, with a portion, or all, of the students participating remotely. The equipment will be used well

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beyond the pandemic and provide the infrastructure for synchronous online instruction or lecture capture/recording capabilities in all classrooms and labs.

**Equipment**

Identify new instructional equipment needed for the proposed program.

No new equipment is needed.

**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

The following revenue data are projections based on the totality of the program (in-person undergraduate and estimated online cohort).

**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Tuition Funding	448,280	448,280	582,075	582,075	617,747	617,747	653,419	653,419			2,301,521	2,301,521
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	448,280	448,280	582,075	582,075	617,747	617,747	653,419	653,419			\$2,301,521	\$2,301,521
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>
Program Administration and Faculty/Staff Salaries (Plus Fringe)	176,964	176,964	207,105	207,105	256,521	256,521	256,521	256,521			897,111	897,111
Facilities, Equipment, Supplies, and Materials	32,920	32,920	12,920	12,920	12,920	12,920	12,920	12,920			71,680	71,680
Library Resources												
Other (Overhead/Indirect Cost)	183,795	183,795	238,651	238,651	253,276	253,276	261,368	261,368			937,090	937,090



<b>Total</b>	393,679	393,679	458,676	458,676	522,717	522,717	530,809	530,809			1,905,881	1,905,881
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	54,601	54,601	123,399	123,399	95,030	95,030	122,610	122,610			\$395,640	\$395,640

**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.

In addition, the following data help to break down how revenues are projected based on a full versus part-time basis.

	<b>** BASE **</b>											
	<b>2020-2021</b>			<b>Year 1</b>			<b>Year 2</b>			<b>Year 3</b>		<b>Year 4</b>
% Resident Change				0.00%			0.00%			0.00%		
% Nonresident Change				3.44%			0.00%			0.00%		
<b>Full-Time Fees</b>	<b>UG</b>	<b>G</b>		<b>UG</b>	<b>G</b>		<b>UG</b>	<b>G</b>		<b>UG</b>	<b>G</b>	
Tuition	4,459	5,085		4,459	5,085		4,459	5,085		4,459	5,085	
ECollective	10	10		10	10		10	10		10	10	
Security Fee	50	50		50	50		50	50		50	50	
CIF	906	906		906	906		906	906		906	906	
Athletics	664	664		664	664		664	664		664	664	
Health Services	85	85		85	85		85	85		85	85	
Student Activities	85	85		85	85		85	85		85	85	
Total IS	6,259	6,885		6,259	6,885		6,259	6,885		6,259	6,885	
OOS Differential	10,165	11,181		10,730	11,803		10,730	11,803		10,730	11,803	
Total OOS	16,424	18,066		16,989	18,688		16,989	18,688		16,989	18,688	
<b>Part-Time Fees</b>												

Tuition (E&G)	372	424		372	424		372	424		372	424		372	424
ECOLlective (E&G)	1	1		1	1		1	1		1	1		1	1
Security (E&G)	4	4		4	4		4	4		4	4		4	4
CIF	76	76		76	76		76	76		76	76		76	76
Athletics	55	55		55	55		55	55		55	55		55	55
Health Services	7	7		7	7		7	7		7	7		7	7
Student Activities	7	7		7	7		7	7		7	7		7	7
Total Per Credit IS	522	574		522	574		522	574		522	574		522	574
OOS Differential	847	932		894	984		894	984		894	984		894	984
Total Per Credit OOS	1,369	1,506		1,416	1,557		1,416	1,557		1,416	1,557		1,416	1,557

### **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.

The costs associated with the SPED program are related to the implementation of the program. These costs include salaries and fringe for the faculty, marketing for the program, and all overhead/indirect cost that will be incurred.

Revenue from the program comes from the tuition funding from students.

The SPED Multicategorical, B.S./A.B. program will generate revenue starting in its first year. As detailed on the Financial Support page (page 23), the revenue for the first four years is as follows:

- 1<sup>st</sup> Year - \$54,601
- 2<sup>nd</sup> Year - \$123,399
- 3<sup>rd</sup> Year - \$95,030
- 4<sup>th</sup> Year - \$122,610

The SPED program will attract students to our school and this will aid in increasing enrollment and revenue for the college. The program will be part of the School of Education and use the existing facilities and services.

### **Evaluation and Assessment**

The following program level objectives, linked with student learning objectives and methods of assessment, will be used to evaluate the program.

<b>Program Objectives</b>	<b>Student Learning Outcomes</b>	<b>Methods of Assessment</b>
1. Performance on Licensure Exams	All teacher candidates will pass all special education Praxis examinations that are required for multicategorical special education licensure in South Carolina.	<p>Each Praxis test serves as a method of assessment. These include:</p> <p>Measure 1: All special education undergraduate teacher candidates will take and pass the Praxis PLT examination with a score of 157 or better.</p> <p>Performance Target 1: 100% of teacher candidates in special education will pass the Praxis PLT examination with a score of 157 or better.</p> <p>Measure 2: All special education undergraduate teacher candidates will take and pass the Praxis examination entitled: Core Knowledge and Mild to Moderate Applications</p> <p>Performance Target 2: 100% of teacher candidates in special education will pass the SPED: Core Knowledge and Mild to Moderate Applications Praxis with a score of 158 or better.</p>

		There is no rubric for the Praxis examinations data because data are collected by the Educational Testing Services, and results are reported directly to the program both individually and collectively.
2. Instructional Planning and Implementation	Teacher candidates demonstrate the ability to plan and implement research-based instruction for students with disabilities. Teacher candidates will increase their ability to provide effective instruction as they progress through their programs of study.	<p>Measure 1: SLO (Student Learning Objective) Teacher candidates plan and teach a comprehensive, integrated unit during their clinical internship experience. Essential elements of the unit include contextual factors, objectives and correlated standards, pre- and post-assessments, data analysis, activities/strategies/materials/resources, analysis of student learning and reflection/self-assessment.</p> <p>Performance Target 1: 100% of teacher candidates are required to reach the "Exemplary" or "Proficient" level in all areas.</p> <p>Measure 2: SCTS The South Carolina Teaching Standards 4.0 (SCTS 4.0) includes comprehensive standards for 12 areas related to initial certification in Special Education. SCTS was first used for the 2018-2019 data cycle. Each of our candidates must be rated as proficient or exemplary in this new method of assessment.</p> <p>Performance Target 2: 100% of teacher candidates are expected to obtain a rating of "3 - Proficient" or "4 - Exemplary" on all 12 standards.</p>
3. Inclusive Classrooms	Teacher candidates in the undergraduate Special Education Program demonstrate competence differentiating instruction and in the development of Individualized Education Programs.	<p>Measure 1: All special education undergraduate majors will develop an Individualized Education Program. The necessary components of this assignment are taught in EDFS 401, EDFS 403, EDFS 404, and EDFS 405, finally culminating in EDFS 437 (Assessment). Teacher candidates will develop a coherent and comprehensive IEP format that will support the individual needs of students with disabilities, including academic and behavioral supports in classroom settings.</p> <p>Performance Target 1:</p>

		<p>100% of teacher candidates must achieve an "Exemplary" or "Proficient" rating on this project.</p> <p>Measure 2: In EDFS 405, students will learn about the Functional Behavior Assessment Process. In this course, students will apply their knowledge through data collection, analysis, and the completion of an FBA/BIP.</p> <p>Performance Target 2: 100% of teacher candidates must achieve an "Exemplary" or "Proficient" rating on this project.</p>
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Once approved by the CHE, SACSCOC, and SCDE, the program will seek approval from the Council for Exceptional Children. The SPA standards are listed below with appropriate courses and assignments listed. Key assessments, used to track data longitudinally, are provided with linked rubrics.

STANDARD	COURSES	ASSIGNMENTS/EXPERIENCES
<b>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</b>		
Component 1.1	EDFS 350, EDFS 401, EDFS 403, EDFS 404, EDFS 405, EDFS 406, EDFS 408, EDFS 413, EDFS 437, EDFS 440	EDFS 350: Field Unit Assessment <a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship
Component 1.2	EDFS 350, EDFS 401, EDFS 403, EDFS 404, EDFS 405, EDFS 406, EDFS 407, EDFS 408, EDFS 413, EDFS 437, EDFS 440, EDFS 450	EDFS 350: Field Unit Assessment <a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>

Component 1.3	EDFS 326, EDFS 413, EDFS 440, EDEE 425, EDEE 429/435, EDEE 365/366	EDFS 326: Lesson Plan Development EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship
<b>Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</b>		
Component 2.1	EDFS 303, EDFS 401, EDFS 406	<a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 406: Family Engagement Experience</a>
Component 2.2	EDFS 406, EDFS 408	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a>
<b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</b>		
Component 3.1	EDFS 401, EDFS 403, EDFS 404, EDFS 405	<a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a>
Component 3.2	EDFS 413, EDFS 437, EDFS 440, EDFS 450	EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making</b>		
Component 4.1	EDFS 413, EDFS 437, EDFS 440, EDFS 450	EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 4.2	EDFS 437	<a href="#">EDFS 437: IEP Development</a>
Component 4.3	EDFS 437	<a href="#">EDFS 437: IEP Development</a>
<b>Standard 5: Supporting Learning Using Effective Instruction</b>		
Component 5.1	EDFS 403, EDFS 404, EDFS 405, EDFS 413, EDFS 437, EDFS 440, EDFS 450, EDEE 425, EDEE 429/435, EDEE 365/366	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.2	EDFS 404, EDFS 405, EDFS 413, EDFS 437, EDFS 440, EDFS 450, EDEE 425, EDEE	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments

	429/435, EDEE 365/366	EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.3	404, EDFS 405. EDFS 413, EDFS 437, EDFDS 440, EDFS 450, EDEE 425, EDEE 429/435, EDEE 365/366	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.4	404, EDFS 405. EDFS 413, EDFS 437, EDFDS 440, EDFS 450, EDEE 425, EDEE 429/435, EDEE 365/366	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.5	404, EDFS 405. EDFS 413, EDFS 437, EDFDS 440, EDFS 450, EDEE 425, EDEE 429/435, EDEE 365/366	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.6	404, EDFS 405. EDFS 413, EDFS 437, EDFDS 440, EDFS 450, EDEE 425, EDEE 429/435, EDEE 365/366	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 6: Supporting Social, Emotional, and Behavioral Growth</b>		
Component 6.1	EDFS 405, EDFS 408, EDFS 437, EDFS 450	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>
Component 6.2	EDFS 405, EDFS 408, EDFS 437, EDFS 450	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>
Component 6.3	EDFS 405, EDFS 408, EDFS 437, EDFS 450	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 7: Collaborating with Team Members</b>		
Component 7.1	EDFS 406, EDFS 437	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>

Component 7.2	EDFS 406, EDFS 437	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>
Component 7.3	EDFS 406, EDFS 437	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>
Component 7.4	EDFS 406, EDFS 437	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>

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.

Assessment data are evaluated monthly in dedicated program meetings. Annually, or sooner as needed, goals are adjusted in order to meet the needs of students. Data are used to inform curricular decisions.

### 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

The program will seek Council for Exceptional Children (CEC) accreditation, as is the state of our current categorical program. This will begin as soon as the South Carolina Commission on Higher Education (CHE), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and South Carolina Department of Education (SCDE) approval are reached.

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

☒ Yes

☐ No

Multicategorical Special Education, P-12

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

Students are prepared through a rigorous curriculum that includes two field placement courses as well as a full-time student internship.

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

Approval from the Council for Exceptional Children will be sought as soon as state level approvals are reached.



### **Article I. III. South Carolina State Department of Education Requirements**

#### **A. Criminal Records Check and Fingerprinting Requirements**

For admission to our educator preparation program (EPP), special education candidates are made aware of the potential impact of criminal charges for aspiring teachers seeking teacher certification and must both disclose any prior criminal issues and meet with the Assistant Dean to address situations prior to proceeding with program admission. This process occurs in the first education course, EDFS 201, typically taken during the sophomore year. One year prior to student teaching, candidates gain additional familiarity with South Carolina ethical standards when applying for clinical internship. Candidates are reminded of the potential impact of criminal charges for student teaching and for teacher certification. All candidates submit fingerprints for background checks for student teaching clearance as outlined in state guidelines. Our EPP monitors clearance status from the South Carolina Department of Education (SCDE) and only allows candidates with full clearance to proceed to student teaching. Additionally, our EPP works with our P12 partners to ensure all candidates have approved background checks.

#### **B. Read to Succeed Requirements**

All special education candidates in our EPP complete a literacy course sequence that includes school-based practicum experiences and ensures that the theory, research, and practices that support and guide the teaching of reading as part of the Read to Succeed (R2S) Requirements are addressed. With our multi-categorical special education program, we have redesigned our approach to R2S requirements to provide a 4-course, 12-credit hour sequence with clear objectives and outcomes that closely mirrors our approved Early Childhood and Elementary approaches. This change offers candidates additional theoretical and practical experiences in literacy teaching and learning aligned with relevant literacy competencies and SCDE policies. Our EPP verifies on recommendation for certification forms that each candidate has completed the appropriate R2S sequence.

#### **C. ADEPT**

Within our Educator Preparation Program (EPP), the South Carolina Teaching Standards (SCTS) 4.0 rubric is used for self-assessment, formative feedback, and summative assessment. We use the SCTS 4.0 rubric to provide common language and expectations about teaching performance, and the rubric serves as a foundation for continuous improvement of our candidates. We also use SCTS 4.0 assessment data across cycles to identify EPP-wide and program specific strengths and areas for growth.

Special education candidates become familiar with the SCTS 4.0 rubric throughout multiple courses in our program, and the rubric is used as one of our EPP-wide assessments for clinical internship (i.e., student teaching). We have infused the SCTS 4.0 rubric and teaching standards in courses and field experiences prior to student teaching to build familiarity and for both reflection and formative feedback (e.g., EDFS 350 – Field 1: Literacy Assessment). At the beginning of clinical practice, candidates are provided detailed professional learning about SCTS 4.0 by P-12 partners and EPP faculty/staff. Throughout clinical practice, college supervisors revisit aspects of the SCTS 4.0 rubric during weekly seminars.

During clinical practice, special education candidates are evaluated with the SCTS 4.0 rubric at least four times by their college supervisor and feedback is entered into Tk20, our electronic assessment system. In addition to daily over-the-shoulder, formative feedback, cooperating teachers use the rubric with candidates for at least four, full lesson observations during clinical internship. Candidates acknowledge receipt of SCTS 4.0 rubric feedback via Tk20. At both mid-term and final evaluations, the college instructor collaborates with the cooperating teacher to enter their shared scores on the rubric in Tk20 for summative evaluation purposes. Candidates also complete a SCTS 4.0 rubric self-assessment at both the mid-term and the final. During clinical practice, we monitor candidates' ratings from instructors to identify needs for support for individual candidates with the goal of all candidates' reaching an acceptable average by the culmination of student teaching.

All CofC college supervisors and cooperating teachers are trained in the SCTS 4.0 rubric. Similar to our training with candidates, SCTS 4.0 training for college supervisors and cooperating teachers is completed in partnership with P-12 educators.

Additionally, one of our primary assessments is the Student Learning Objective (SLO), also aligned with ADEPT. All special education candidates become familiarized with SLOs during courses and create and enact a complete SLO during student teaching. We partnered with P-12 educators to craft our SLO, starting with state templates. The SLO

and the use of the SCTS 4.0 rubric ensure high expectations for our candidates and prepare our graduates to transition seamlessly into SC public classrooms and excel regarding ADEPT requirements as practicing educators. We use Tk20 to maintain evidence of candidate performance throughout the pre-service evaluation process and ensure that all recommended candidates for certification have completed the appropriate pre-service ADEPT evaluation process.

We submit our ADEPT plan to the South Carolina Department of Education (SCDE) each June. [Examples of submitted and accepted ADEPT Plan examples](#) from previous years are provided via an accessible folder. In addition, we submit the results (i.e., course grades) of candidates who complete clinical practice in SCLead by the reporting deadlines.

**D. PADEPP (If applicable)**

**Article II. College of Charleston does not have a leadership program and this standard is not applicable.**

**E. Family, School, and Community Engagement**

Our EPP provides instruction and experiences in the importance of family involvement, school engagement, and community connections, to promote student success throughout our programs for all P12 students from diverse backgrounds with regard to race, ethnicity, socioeconomic status, and grade level. All candidates take courses in human growth and development, learning environments and classroom management, and technology that include specific assignments and assessments about topics ranging from a developmental family interview, to teacher-parent communication, to common community beliefs. Additionally, our special education program fosters candidates' abilities to develop teacher-family connections through course activities and assessments. Field experiences and clinical practice provide real-world opportunities for candidates to engage in direct communication with families, to participate in family-teacher conferences, and to work with other school-based and community-based personnel and agencies as they apply best practices to involve everyone supporting special education P12 students.

Specifically, in our special education program, we have 2 new courses (i.e., Families and Teams and School Mental Health and Wellness) that focus on engaging families, school colleagues, and the community in support of exceptional needs students. From helping families understand policies, to case studies of families with children with disabilities, to working with school-based mental health providers, our candidates have multiple experiences to prepare them to succeed in the varied multicategorical settings in which they will serve P12 students. [Family, School, and Community Engagement in Courses](#) includes additional examples of activities, assignments, and assessments in our special education courses in which family, school, and community engagement knowledge and practical skills are developed with through culturally relevant pedagogy to address racial, ethnic, socioeconomic, and grade-level diversity and needs.

**F. Safe Schools Climate Act**

The components of the Safe Schools Climate Act (i.e., to identify and prevent bullying, harassment, and intimidation in schools) are embedded throughout our EPP's courses. Special education candidates learn about bullying in two of the first professional courses they take (i.e., Foundations of Education course and Human Growth & Development and the Educational Process course). Similarly, all candidates in our EPP take a technology course which provides instruction in identifying and preventing virtual bullying.

[Safe Schools Climate Act Activities, Assignments, and Assessments](#) includes examples in our special education courses in which bullying, harassment, and intimidation in schools are addressed. A new course in our special education multicategorical program, EDFS 408 School Mental Health and Wellness, augments skills and knowledge from other courses as our special education candidates learn not only the components of a mentally healthy school but also gain insight into the myriad professionals (e.g., counselors, nurses, social workers) who provide expert resources for teachers to assist students with topics like bullying.

**G. Education and Economic Development Act (EEDA)**

Our EPP prepares our special education candidates to meet all EEDA standards throughout our courses for initial certification. Many EEDA components are introduced in the first professional courses in our program (e.g., character education in Foundations of Education course and learning styles in our Human Growth & Development and the Educational Process course). In the technology course all candidates take, several EEDA components are covered as

well (e.g., contextual teaching and cooperative learning). In our EPP's field experiences and clinical practice, special education candidates have hands-on work with all EEDA aspects, including the cluster of study curriculum framework and individual graduation plans. [EEDA activities, assignments, and assessments](#) includes additional examples of addressing EEDA standards in our special education program.

#### **H. Student Health and Fitness Acts of 2005**

Not applicable for our special education program.

#### **I. Admission to Undergraduate Teacher Preparation Program**

Our candidates must earn a qualifying score, as determined by the SCDE, on either the ACT or SAT or meet the minimum Praxis Core cut off scores for full admission into our programs. Additionally, our EPP ensures that special education teacher candidates meet or exceed a cumulative GPA of 2.75 and meet or exceed an education GPA of 3.00. Students are introduced to EPP admission requirements when they declare a teacher education major, when they apply to our EPP during their first education course as sophomores, when they apply for student teaching a year before their internship, and throughout our program via faculty advising. Our EPP ensures that all special education candidates meet the basic skills assessment requirement or the qualifying exemption, as well as GPA requirements, before EPP full admission and clearance to student teach.

#### **J. PK-12 Academic Standards**

Our EPP recognizes the importance of preparing our candidates to engage P12 students in college- and career-ready academic standards. We use the standards provided by the [South Carolina Department of Education](#) and framework the [Profile of the South Carolina graduate](#) as the basis for our EPP's coursework and assessment. Using the state standards and the profile ensures that our candidates have proficiency in content-specific learning which promotes critical thinking and problem solving, collaboration, and the use of technology for diverse P12 students.

To assess whether our candidates possess the knowledge and demonstrate the skills to promote success for all P12 students, we use multiple sources of data, including specialized professional association (SPA) results, coursework, and proprietary and EPP-created measures.

To provide candidates with knowledge about P12 academic standards and to prepare candidates for Praxis exams, individual programs assess discipline specific content and pedagogical knowledge through program specific assignments. Methods courses and content-area courses require the use of SC P12 academic standards when developing lesson plans, submitting projects, and teaching lessons in P12 field and clinical settings. For example, in math methods courses (i.e., EDEE 365/366), special education candidates engage with SC standards and create projects and lesson plans which are based on SC standards. Similarly, special education candidates use the SC standards in reading method courses (i.e., EDEE 429/435) and in field courses (i.e., EDFS 350/413). Special education candidates learn to blend P12 academic standards with learners' specific IEP goals, as appropriate. Special education candidates also learn and practice various co-teaching models to ensure they are able to collaborate with general education colleagues with regard to providing standards-based P12 instruction. Course instructors, field supervisors, and clinical internship professors provide formative and summative feedback on candidate work regarding the planning, teaching, and assessing of P12 academic standards.

#### **K. Field and Clinical Experiences – including the number of hours and integration of ADEPT and/or PADEPP**

Field and clinical placements are completed in special education classrooms in grades PK-12. Our EPP works closely with our P12 partners to ensure that placement classrooms, instructional responsibilities, and cooperating teacher certification align with candidates' certification area. For special education candidates, we work to place students in diverse settings representative of the P12 grade span and the various settings in which multicategorical teachers work. Across field placements and clinical practice, we provide candidates with experiences with multiple grade bands and in instructional settings that include but are not limited to self-contained classrooms, low incidence classrooms, classrooms with students with a variety of special education needs, settings serving autistic students, and more. Our goal is to provide candidates with varied experiences so they can excel in multiple settings as teachers.

For field experiences, we ensure that our special education candidates exceed the minimum state requirement for hours through school-based opportunities and activities across courses beginning with observations and interviews,

progressing to family interactions, and culminating with field courses and clinical internship (i.e., student teaching). Field courses make use of the SCTS 4.0 standards and rubric that prepare candidates for extensive use of the students during student teaching and their careers.

The state of South Carolina requires that student teachers spend at least 12 weeks or 60 days in their clinical settings and teach full-time for two weeks or ten consecutive days. When creating our clinical practice calendar each semester, we consistently plan for more than 60 days. This provides our interns vital, extra time in P12 classrooms and offers a cushion for unforeseen events like inclement weather. In three recent semesters out interns have spent 79, 67, and 74 days in clinical practice even with inclement weather school closings. We require all candidates to teach full-time for a minimum of four weeks, and we encourage interns, college supervisors, and cooperating teachers to extend that time as much as possible. Special education candidates follow the cooperating teacher's instruction schedule and responsibilities, school arrival and departure times, professional development expectations, and after-school obligations (e.g., faculty meetings, parent meetings, etc.). Similarly, interns follow the academic calendar and inclement weather policy of the school/district in which they are placed.

Our EPP ensures that ADEPT is integrated throughout our special education program including the use of the SCTS 4.0 standards, candidate construction of SLOs, and training of faculty, supervisors, and P12 mentor teachers. Special education candidates gain increasing familiarity with the SCTS standards and rubric as well as SLO components across multiple courses, culminating in the student teaching experience. Details about clinical practice across our EPP are provided.

Each semester our EPP conduct clinical practice information sessions for candidates who are submitting applications for clinical practice. Attendance at one information session is mandatory and must be fulfilled two semesters prior to clinical practice. At that session, special education candidates are given instructions to apply for student teaching clearance with the South Carolina Department of Education. Requirements for clearance for clinical practice include an online application for SC certification, Bloodborne Pathogen Training, Tuberculosis testing, and finger printing for a background check. Additionally, candidates must meet all program admission requirements to be admitted formally to the teacher educator program.

Our EPP enjoys strong relationships with our P12 partners, and we collaborate consistently with our partners for clinical experience placements. Our three primary partner districts, Berkeley County School District (BCSD), Charleston County School District (CCSD), and Dorchester District 2 (DD2), are diverse with regard to urban, suburban, and rural settings as well as racial, ethnic, and socioeconomic student and community populations. We access schools across our partner districts to expose our candidates to a variety of school contexts.

In clinical practice, our special education teacher education candidates start with observation and gradually assume full responsibility for teaching. These experiences provide opportunities for our candidates to demonstrate growth and proficiency across as they engage P12 students in college- and career-ready South Carolina standards to achieve the goals of the Profile of the South Carolina Graduate.

Each special education teacher candidate is supervised by an EPP faculty member, otherwise referred to as the college supervisor. The college supervisor serves as the primary contact person by working with the principal, cooperating teacher, and intern. Whenever possible, interns are placed under the supervision of a full-time faculty member who is a former teacher and/or instructional administrator (e.g., principal, assistant principal, supervisor, evaluator, director, coordinator) in a public school/district. If a person is not a full-time instructor at the College of Charleston, they must have a successful record of full-time teaching; written and/or verbal recommendations of former supervisors or administrative colleagues; current or former state teacher's license; and Master's degree or higher to meet college and regional credentialing thresholds per program.

College supervisors provide official scores on the SCTS 4.0 rubric for special education candidates. When the rubric was first used at our EPP, college supervisors attended the full SCTS 4.0 evaluator training and completed the state certification process. This training includes an in-depth examination of all SCTS 4.0 domains and indicators, rating consistency through the use of teaching videos, and both pre- and post-observation conferencing. As the need to train new college supervisors emerged, our EPP used internal, train-the-trainer verified personnel to develop new colleagues. We also partner with local P12 districts and our new supervisors attend SCTS 4.0 evaluator training with school-based colleagues. We found this practice strengthens our relationships with area schools, principals, and teachers and improves our supervisors' ability to convey connections between clinical internship expectations to in-service realities for our candidates.

Each special education candidate is placed with a cooperating teacher in a public school setting who has been co-selected by both the Office of Student Services and Credentialing and P12 partners. The cooperating teacher, in coordination with a college supervisor, is responsible for leading the intern through progressively challenging activities

and structuring the activities so the intern applies theory, pedagogical concepts, and content knowledge while developing practical professional skills and promoting academic growth for P12 students. Cooperating teachers in our partner schools are all familiar with the South Carolina Teaching Standards (SCTS) 4.0 rubric and receive feedback via the rubric from their administrators each year. Because cooperating teachers have had prior training on the rubric as in-service professionals, we focus our training on mentoring and coaching pre-service teachers with the SCTS 4.0 rubric language and performance levels. At cooperating teacher training, we review the standards and rubric and view teaching videos as a basis for practicing providing formative feedback and coaching. We emphasize two key components of the rubric for use with our candidates: (1) performance level verbiage differences and (2) importance of growth. We discuss that early during the clinical internship candidates may very well be at a Level 1 or 2 across multiple indicators and that cooperating teachers are vital to model and coach candidates to higher levels of performance across their time together. Similar to our process with candidates, we collaborate with district partners to conduct cooperating teacher training which promotes alignment between our EPP and our local schools with regard to teaching standards, the SCTS 4.0 rubric, and coaching/mentoring. During clinical practice, Special education candidates are evaluated with the SCTS 4.0 rubric at least four times by their college supervisor and feedback is entered into Tk20, our electronic assessment system. In addition to daily over-the-shoulder, formative feedback, cooperating teachers review the rubric with candidates for at least four, full lesson observations during the clinical internship. Candidates acknowledge receipt of SCTS 4.0 rubric feedback via Tk20.

At both mid-term and final evaluations, the college instructor collaborates with the cooperating teacher to enter their shared scores on the rubric in Tk20. Candidates also complete a SCTS 4.0 rubric self-assessment at both the mid-term and the final. During clinical practice, we monitor candidates' ratings from instructors to identify needs for support for individual candidates.

#### **L. Professional Ethics and Decision-Making**

Our EPP ensures that our candidates understand the expectations of the profession, including codes of ethics, professional standards of practices, and relevant laws and policies at multiple points throughout our programs. Examples of our implementation of the five principles from the Model Code of Ethics for Educators are provided using the following identifiers:

- Responsibility to the Profession (Principle I)
- Responsibility for Professional Competence (Principle II)
- Responsibility to Students (Principle III)
- Responsibility to the School Community (Principle IV)
- Responsible and Ethical Use of Technology (Principle V)

Our intentional focus on professionalism and ethical practice is highlighted early in our EPP with the importance of understanding students' diverse backgrounds and coverage of mandatory reporting practices in EDFS 303 Human Growth and Development (Principles I, II, and III), and explicit professional ethics and equity content and assignments during EDFS 201 Foundations of Education (Principles I, III, and IV). At three distinct points across our EPP's programs, we explicitly measure special education candidate dispositions through self-assessment and instructor assessment and review data relevant to professional ethical competence (Principle II). All field experience and clinical internship courses include our EPP-wide policy about the use of social media (Principle V). Similarly, all candidates take a course in educational technology which includes responsible and ethical use of technology with attention to identifying and preventing virtual harassment (Principle V). Throughout our EPP's courses, candidates receive instruction about the importance of reflection (Principle II) and of accepting feedback for personal and professional growth (Principles I and II). Special education candidate reflections and self-assessments are included across EPP-wide assessments (e.g., SCTS 4.0 Rubric, Student Learning Objective, Technology Rubric, Video Self-Reflection). Attention to learner differences and cultural contexts (e.g., culturally responsive pedagogy in lesson plans, instruction, and classroom environments; family and community projects), prepares our candidates to demonstrate an ethic of care and to develop positive relationships with all students and families (Principles III and IV).

Representatives from professional organizations speak with our candidates at Clinical Practice Orientation about ethical standards, ethical situation scenarios, the importance of liability coverage, and offer candidates free liability during student teaching (Principles I-V). At Clinical Practice Orientation, candidates review [ethics standards](#) and [standards of conduct for South Carolina](#) and confirm their understanding.

Special education candidates receive specific instruction and experiences regarding professional ethics and decision-making in the context of the multicategorical settings in which they will teach and the varied students, families, school

colleagues, and community agencies with which they will work. Topics include but are not limited to: confidentiality regarding student information, mandatory reporting expectations, assessment privacy details, use of technology, teacher behavior inside and outside of school property, etc. In handbooks for field experiences and student teaching, information is included and covered regarding teacher ethics (e.g., social media use, disclosure of criminal activity/arrests, adherence to state laws, etc.). For example, in EDFS 401, Neurodiversity: Introduction to the Exceptional Learner, candidates gain extensive knowledge about legal issues and policies vital to working with exceptional needs students and families. In two other courses (i.e., EDFS 406 Families and Teams and EDFS 408 School Mental Health and Wellness), candidates gain theoretical knowledge and practice experiences working with families, school colleagues, and community groups and learn about the nuances of provided directed and appropriate services, maintaining confidentiality, and adhering to professional and legal ethics and expectations. In EDFS 450/EDDE 407, special education candidates work through classroom scenarios to determine appropriate and ethical decisions regarding behavior management and information sharing with students, colleagues, and families. In field experiences and student teaching, candidates process real-world ethical decisions with their professors and mentor teachers.

- **M. Continuing Program Recognition for modified programs**

This is a new program proposal for multicategorical special education and is not a modification.

- **N. Technology for the Enhancement of PK-12 Student Learning**

Our EPP ensures that all candidates are prepared with regard to the infusion of technology standards to enhance learning for all P-12 students. Every teacher education candidate in our EPP takes a stand-alone technology course, for special education candidates, that course is EDFS 326, Technology for Teachers. That course is based on the same standards from the International Society for Technology in Education (ISTE) that P-12 school use. Candidates learn to integrate technology into lessons, to use technology for assessment, and to assess various digital resources and platforms for teaching and learning. Because our P12 partners use a variety of devices, platforms, and applications, candidates are exposed to multiple options and learn to evaluate the usefulness of tools so they can make informed instructional technology decisions as educators. In addition to the stand-alone technology course, technology is embedded across EPP courses. Candidates learn about use a variety of tools including but not limited to, Google Suite products, Promethean boards, SMART boards, adaptive digital content platforms, research databases, assessment generators, robotic products, digital portfolio applications, social media tools, website construction applications, and more. Our special education candidates learn about adaptive technology in their 3 Characteristics and Procedures courses (i.e., EDFS 403, 404, and 405) as well as in their assessment course (EDFS 437). Students implement the use of technology with exceptional students in field courses and clinical practice. At 3 points during our special education course sequence, candidates are assessed and self-assess using an EPP-created Technology Rubric that is also grounded in ISTE standards. The Technology Rubric has been verified for content validity and rater reliability has been established. Our EPP analyzes data to examine individual candidate growth and to consider program-specific and EPP-wide patterns. Additionally, our EPP assesses technology as aspects of candidates' progress on the SCTS 4.0 rubric and the Student Learning Objective project. To ensure we are providing adequate technology knowledge and skills for our candidates, we include technology-related items on surveys to our candidates as they exit our programs, to employers who have hired our graduates, and to alumni after they have completed their first year of teaching.

#### IV. National accreditor and Specialized Professional Association (SPA) standards, and assessments

##### A. Context

The College of Charleston proposes to develop and deliver a B.S./A.B. in Special Education, Multicategorical. This proposal establishes a program which leads to multicategorical certification in the state of South Carolina, a distinction held for candidates who are cross-categorically trained. Upon graduation, the graduates will have diverse opportunities for employment and will help to fill much needed multicategorical positions in critical needs areas in the P12 system. This is achieved by combining our currently separate characteristics and procedures courses across categorical areas and creating new, inclusive courses, allowing students to have specific training across exceptional needs categories and the developmental spectrum. Included in this new program are specific courses to prepare candidates to work with families of exceptional needs students and to collaborate with school professionals and

community agencies to serve varied needs of students. This is a modern approach, utilized by other institutions in the state and across the country.

With increasing teacher shortages and an increased demand for highly qualified special education teachers who can teach in increasingly diverse and inclusive settings, now is the time to modify teacher preparation programs in order to meet the needs of school districts across the state and across the nation. Recent data from the United States Department of Education indicate that 64% of all students with disabilities spend 80% or more of their school day in general education settings. This means that the special education teachers of today, and of tomorrow, must have a broad knowledge base with the ability to include, adapt, modify, and accommodate. These teachers must be competent in the psychometric realities of special education, while meeting the social and emotional needs of diverse students. They must address the need to work closely with families and other professionals while ensuring they are producing high quality Individualized Education Programs and supporting students in the many transitions they experience in their P12 years.

Our proposed program is a direct response to these realities and to the critical need for highly qualified special education teachers. Recent data from the Center for Educator Recruitment, Retention, and Advancement indicate that in the 2021-2022 school year, 162.5 special education vacancies will remain unfilled in the state of South Carolina. The changes we propose in this new program include more diverse preparation for our graduates in all disability areas, increased opportunity to collaborate alongside general education teacher education majors, and an increased focus on working with families and teams as well as school mental health and wellness, an increasing area of concern and focus. In short, this new program is data driven; it considers the needs of schools and addresses them in a proactive, collaborative, and supportive manner.

The degree program is intended to begin in the Fall Semester of 2022, and it will be offered at the historic main campus of the College of Charleston. The program will be ongoing and the target audience includes traditional and transfer students. Based on a very conservative projection, about 90 students are expected to enroll by the fourth year of the program. The courses in the program will be delivered through traditional classroom-based, face-to-face instruction. We also hope to enroll an estimated cohort of 20-30 students via distance education through use of state funding through the Support for the Preparation of Assistants/Staff in becoming New Special Educators (SPAN). The SPAN program is designed to fully fund the bachelor's degrees of full-time South Carolina school employees with classroom experience at the assistant level.

The College of Charleston's School of Education, Health, and Human Performance is well-situated to implement this program. First, we have longstanding partnerships with local districts who consistently speak to the need for such a program and eagerly welcome our students into their schools for field and clinical placements. Second, we have well-qualified faculty prepared to implement the program as well as conduct scholarly research in the field. Finally, the College of Charleston's Special Education program has a long history of success, having graduated and placed numerous students in schools all across the state and the country. Our categorial programs in Emotional and Behavioral Disorders, Learning Disabilities, Intellectual/Development Disabilities and are nationally recognized through 2023. In many semesters, our special education candidates have achieved 100% passing scores on Praxis subject area exams and we anticipate that trend continuing with our new multicategorical program.

The special education program includes the liberal arts general education courses required of all College of Charleston students, core education courses required of all teacher education candidates (e.g., Introduction to Education, Technology for Teachers), a Read to Succeed sequence that aligns with state requirements, special education specific courses that encompass the breadth and depth of exceptional needs across categories, and field and clinical experiences.

Our proposed program meets required pre-clinical field hours and student teaching requirements with regard to time in schools and teaching responsibilities. Our field and clinical experiences use SCTS 4.0 standards for assessment and growth purposes. Faculty members and cooperating teachers are trained on the SCTS standards and rubric and candidates gain familiarity with SCTS standards and rubrics across courses and self-assess, as well. In addition to the SCTS 4.0 rubric, our proposed program utilizes a variety of program-specific assessments adhering to standards for the Council for Exceptional Children and other EPP-wide assessments. Additional assessment plans provided in ensuing sections.



B. List of assessments (completion of chart)

College of Charleston's program for students pursuing special education multicategorical certification includes multiple assessments encompassing research-based reviews and applications; development of behavioral intervention and individualized education plans; competence with planning, instructing, and assessing in classrooms; competence with instructional technology; evidence of special education and pedagogical knowledge; and demonstration of professional disposition and ethics.

Assessments are distributed across coursework from the first education course taken through clinical practice, and encompass written work, teaching performance, data and analysis work, and national testing outcomes. Please see the assessment table for key program assessments, when assessments are administered, and types of assessments.

	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>Occurrence in Program*</b>
A1	Praxis Tests: (1) Core Knowledge and Mild to Moderate Subject Area Applications and (2) Principles of Learning and Teaching	National exam	EDFS 440 - Clinical Internship (Semester 4)
A2	Literature Review	Research Paper & Presentation on a specific IDEA disability area	EDFS 401 (Semester 1)
A3	Neurodiversity & Intersectionality Position Paper	Research Paper	EDFS 401 (Semester 1)
A4	Literature Review	Research Paper & Presentation on best practices in intellectual, emotional, and learning disabilities	EDFS 403, 404, 405 (Semester 2)
A5	Behavior Intervention Plan (BIP)	Development of BIP	EDFS 405 (Semester 2)
A6	Individualized Education Plan (IEP)	Development of IEP	EDFS 437 (Semester 3)
A7	Classroom Management System	Creation of management plan	EDFS 450 (Semester 3)

\* The teacher education component of the bachelor's degree is distributed across 4 semesters in the junior and senior years, indicated as semesters 1-4 in the table.

In addition to special education assessments, all special education candidates complete EPP-wide assessments. See EPP-wide assessments table for assessments, when administered, and types of assessments.

**EPP-wide Assessments**

<b>Assessment</b>	<b>When Administered*</b>	<b>Type of Assessment</b>
Dispositional Measures: Professionalism Standard	Foundations of Education (prerequisite education course)  Field Course (semester 3)  Clinical Practice (semester 4)	Instructor and self- assessment of professional dispositions



Dispositional Measures: Self-Reflection	Human Growth & Development (prerequisite education course) Clinical Practice (semester 4)	Self-assessment of teacher practices
Student Learning Objective	Clinical Practice (semester 4)	Project involving planning and teaching a unit with measurement of P12 student learning and intern reflection
Technology Rubric	Instructional Technology Course (semester 1) Field Course (semester 3) Clinical Practice (semester 4)	Instructor and self-assessment of instructional technology skills
SCTS 4.0 Field	Field Courses (semesters 2 and 3)	Introductory version of state teaching observation assessment
SCTS 4.0 Clinical Practice	Clinical Practice (semester 4)	Full assessment for formative and summative assessments by cooperating teacher, college supervisor; self-assessment by candidate
Video Self-Reflection	Clinical Practice (semester 4)	Reflective assessment of teaching practice

\* The teacher education component of the bachelor's degree is distributed across 4 semesters in the junior and senior years, indicated as semesters 1-4 in the table. Prerequisite courses are typically taken during the sophomore year.

### C. Relationship of assessments to standards

The Relationship of Assessment to Standards table specifies how CEC standards are addressed in special education assessments. Please note that additional course requirements beyond the 7 primary program assessments are listed in this table.

#### Relationship of Assessment to Standards

STANDARD	ASSIGNMENTS/EXPERIENCES
<b>Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines</b>	
Component 1.1	EDFS 350: Field Unit Assessment <a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship

Component 1.2	EDFS 350: Field Unit Assessment <a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 1.3	EDFS 326: Lesson Plan Development EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship
<b>Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs</b>	
Component 2.1	<a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 406: Family Engagement Experience</a>
Component 2.2	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a>
<b>Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge</b>	
Component 3.1	<a href="#">EDFS 401: Literature Review</a> <a href="#">EDFS 401: Intersectionality Paper</a> <a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a>
Component 3.2	EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making</b>	
Component 4.1	EDFS 413: Field Unit Assessments <a href="#">EDFS 437: IEP Development</a> EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 4.2	<a href="#">EDFS 437: IEP Development</a>
Component 4.3	<a href="#">EDFS 437: IEP Development</a>

<b>Standard 5: Supporting Learning Using Effective Instruction</b>	
Component 5.1	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.2	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.3	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.4	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.5	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
Component 5.6	<a href="#">EDFS 403: Literature Review</a> <a href="#">EDFS 404: Literature Review</a> <a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> EDFS 413: Field Unit Assessments EDFS 440: Clinical Internship <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 6: Supporting Social, Emotional, and Behavioral Growth</b>	
Component 6.1	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>

Component 6.2	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>
Component 6.3	<a href="#">EDFS 405: Literature Review</a> <a href="#">EDFS 405: FBA/BIP</a> <a href="#">EDFS 408: Literature Review</a> <a href="#">EDFS 408: Wellness Interviews</a> <a href="#">EDFS 437: IEP Development</a> <a href="#">EDFS 450: Classroom Management System</a>
<b>Standard 7: Collaborating with Team Members</b>	
Component 7.1	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>
Component 7.2	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>
Component 7.3	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>
Component 7.4	<a href="#">EDFS 406: Family Engagement Experience</a> <a href="#">EDFS 437: IEP Development</a>

D. Planned evidence for meeting standards (assessment documents)

Praxis exams in special education content and in principles of learning and teaching are required by the state of South Carolina. Those exams are proprietary assessments administered by Educational Testing Service (ETS).

Our other program specific, special education teacher education assessments are listed with links that include assessment details (e.g., directions, rubrics, etc.).

<a href="#">Literature Review and Presentation on Disability Area – EDFs 401</a>
<a href="#">Neurodiversity &amp; Intersectionality Position Paper – EDFs 401</a>
Literature Review and Presentation on Best Practices <a href="#">EDFS 403</a> <a href="#">EDFS 404</a> <a href="#">EDFS 405</a>
<a href="#">Behavior Intervention Plan (BIP) – EDFs 405</a>
<a href="#">Individualized Education Plan (IEP) – EDFs 437</a>
<a href="#">Classroom Management System – EDFs 450</a>

E. Planned use of assessment results to improve candidate and program performance

Our assessment plan encompasses multiple measures throughout our special education program. We will collect, analyze, and act based on data at the individual candidate and program level, as applicable. We value assessment as the centerpiece of continuous improvement. To assist in data collection and analysis, we will use our EPP's online platform, Tk20. This tool will provide a central location to monitor individual candidate and program progress longitudinally.

With all special education assessments, we will use candidate data to provide individual feedback and growth toward program completion and, eventually, recommendation for SC teacher certification. Instructors, cooperating/host

teachers, and college supervisors within and across semesters use candidate data to individualize focus areas for each candidate for reinforcement and refinement.

At the program level, we will use data from special education assessments to ensure we are preparing multicategorical teachers well. Data will be reviewed at program level meetings at least once per semester to ensure faculty are following trends in candidate success and acting appropriately to maintain or change practices, as merited.

Because this is a new program proposal with new courses and new assessments, we have planned uses of data that are described to address content knowledge; professional and pedagogical knowledge, skills, & dispositions; and student learning. We are also incorporating EPP-wide assessment to supplement program-specific information not only to create a broader picture of our special education program but also to contribute to EPP-wide growth and development.

### **Content Knowledge**

We will use Literature Review projects and Praxis subject area scores as primary assessment sources to analyze candidate and program performance. Literature Reviews are included in multiple courses to ensure our candidates are engaged with current research and best practices across the varied exception needs categories that are essential for multicategorically certified teachers to know. As candidates progress through individual courses and projects, instructors will work 1:1 with candidates in a formative exchange to progress toward an accurate, current, well-written paper and professionally prepared presentation. Instructors will use rubric data to pinpoint specific areas of growth for candidates within each course. From a program level, we will look at aggregate assessment items and determine whether we need to isolate specific areas within a course or across courses to improve performance (e.g., currency of sources, synthesis of materials, identification of best practices). We will also monitor attention to multiple IDEA exceptional needs categories for literature reviews to confirm that our candidates are learning about the expanse of needs evident in multicategorical classrooms. Our EPP's special education candidates have traditionally performed very well on Praxis subject area tests, often achieving 100% passing rates. With the change from a categorical to a multicategorical program our candidates will be taking a different subject area test. As our new program launches, and before our candidates begin taking multicategorical tests, our program faculty will review the new subject area test content to ensure alignment in our courses. As candidates begin to take the test, we will monitor results closely with the goal of maintaining high passing rates. We will examine component scores to determine specific areas of strength and growth and make program changes accordingly.

### **Professional and Pedagogical Knowledge, Skills, & Dispositions**

We will use Praxis PLT scores as well as data from EPP-wide assessments (e.g., SCTS 4.0 scores, Video Reflection, and Dispositional Measures) as assessments to monitor professional and pedagogical knowledge, skills, and dispositions. As with the Praxis subject area tests, our special education candidates previously demonstrated competency and success with the PLT test. With the upcoming change in SC that P12 certified educators have a specific PLT exam rather than selecting one grade span, we will review the P12 exam content and assure course alignment. Should we see overall PLT scores dip, or subtest scores with problems, we will determine places in the special education program to improve and will work across our EPP to consider enhancements in foundational courses like Human Growth and Development and the Educational Process which contribute to PLT content. EPP-wide measures from field experience courses and clinical practice will contribute to individual candidate and special education program analysis. In both field experiences and clinical practice, the SCTS 4.0 rubric is used for formative and summative assessment. The SCTS 4.0 rubric will provide insight for instructors and host teachers to assist candidates in field courses improve from lesson to lesson. Using data from observations, instructors and host teachers will isolate specific indicators that align with pedagogical knowledge and skill demonstration in P12 classrooms. During student teaching (i.e., clinical internship), college supervisors and the Office of Student Services and Credentialing will also monitor EPP-wide data closely. When special education candidates are receiving scores below 2 on the SCTS 4.0 rubric or below targeted thresholds on other EPP-wide assessments, meetings will be convened and plans put in place to support the candidate to improve performance. Again, looking at specific indicators will allow instructors and cooperating teachers to promote targeted growth for our candidates. The Video Reflection assessment will provide another opportunity for special education candidates to demonstrate pedagogical skills and to practice professional self-reflection. When instructors review videos and reflections, they will discuss perceptions with candidates and align outcomes. With all of these measures, our special education program faculty will look at program-wide data every semester. When we see areas of concern or celebration, we will determine in

what course(s) we should continue or modify specific lessons, reading, activities, etc. From a dispositional perspective, our program faculty will review Dispositional Measures data every semester. In addition to looking at comparisons of instructor and candidate responses, we will monitor progress of individual candidates across the 3 measurement points. This data will allow us work 1:1 with candidates to ensure they understand the observable characteristics that are required for teachers to thrive in the profession.

### **Student Learning**

We will use two special education specific assessments and one EPP-wide assessment to measure our candidates' and our program's progress with regard to student learning. Candidates are required to create a BIP and an IEP in special-education courses and an SLO in clinical practice. As with the Literature Reviews, instructors will work with candidates in a formative fashion to build the BIP, IEP, and SLO and will help candidates move toward proficiency. Candidates will be able to revise and resubmit projects. Collaborating with candidates individually will offer insight into where each candidate needs assistance. And, instructors may notice a pattern of areas for growth in a course based on these projects. The BIP, IEP, and SLO provide opportunities for our program to ensure that candidates understand how to structure learning environments, attend to individual academic and behavioral needs, and analyze student academic growth. We will look at assessment data to determine whether there are specific assignment components in which candidates need scaffolding. The IEP Development assessment is introduced across multiple courses before the actual project is completed in EDFs 437. Based on data, we will be able to address any changes in the appropriate course(s) leading to 437 as well as in 437. This will be vital given the importance of IEPs in special education.

F. Changes or additions to the program (For program modifications only)

This is a new program proposal, not a program modification.