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| --- | --- |
| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

## New Program / Certificate Proposal Form

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Gwendolyn L. Neal | 10/24/2017 |   **Department Curriculum Committee Chair** | |  |  | | --- | --- | | Rob Williams | 10/25/2017 |   **COPE Chair (if applicable)** |
| |  |  | | --- | --- | | Joan Henley, 10/24/2017 | Enter date |   **Department Chair:** | |  |  | | --- | --- | | Mary Jane Bradley | 10/25/2017 |   **Head of Unit (If applicable)** |
| |  |  | | --- | --- | | Wayne W. Wilkinson | 10/25/2017 |   **College Curriculum Committee Chair** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Undergraduate Curriculum Council Chair** |
| |  |  | | --- | --- | | Mary Jane Bradley | 10/25/2017 |   **College Dean** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **Vice Chancellor for Academic Affairs** |

1. **Proposed Program Title**

Master of Arts in Teaching (MAT) in Special Education K-12

1. **Contact Person** (Name, Email Address, Phone Number)

Dr. Kimberley Davis,

[kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu)

(870) 972-3607

1. **Proposed Starting Date**

2018-2019, Summer 18

1. **Is there differential tuition requested?** *If yes, please fill out the New Program/Tuition and Fees Change Form.*

NO

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

***\*For new programs, please insert copy of all sections where this is referenced.\****

Paste bulletin pages here...

**PURPOSE OF THE DEGREE**

The purpose of the Master of Arts in Teaching (MAT) degree in Special Education (K-12) is to offer an alternative route to teaching for individuals who hold an undergraduate or a graduate degree in non-education programs who have an interest in teaching. The program prepares teachers to provide diverse student populations with the knowledge, skills, and values considered essential for effective participation in society. It also provides relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from grades K-12, in the public schools. The MAT in special education is guided by program development that addresses the Council for Exceptional Children (CEC) Initial Preparation Standards, Arkansas Teaching Standards, and the Teacher Excellence Support System (TESS). Field experiences incorporated throughout the program connect content, pedagogy, performance-based activities, and differentiation of instruction for individuals with exceptionalities from diverse backgrounds.

**ADMISSION REQUIREMENTS**

Students seeking admission into the Master of Arts in Teaching in Special

Education-Instructional Specialist Grades K -12 must meet the admission requirements of Graduate

Admissions and the specific program requirements as follows:

**Graduate Admissions Criteria:**

* Hold a bachelor’s degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended.)
* Complete the A-State Graduate Admissions application and qualify for graduate admission.
* The acceptance of previous graduate work including transfer work is at the discretion of the MAT Program Director.

**Unconditional Admission**: In addition to Graduate Admission criteria, academic proficiency must be established through satisfaction of either of the following admission criteria:

1. Achieved a minimum cumulative undergraduate grade point average of 2.70 (on a 4.00

scale) or a 3.00 GPA on the last 60 hours. Any courses attempted, including any repeated

courses, are considered in computing the GPA.

1. Attain minimum passing score of 148 on the Fundamental Subjects exam #551 prior to final program admission in the MAT Program in Special Education and Teacher Education or meet any additional criteria as may be allowed by the Arkansas Department of Education.

Conditional Admission: Conditional admission may be granted to candidates with the appropriate GPA for one semester to complete the GRE or Fundamental Subjects exam admission testing. Students may make no grade in a graduate class below a B while in conditional status. Students failing to meet the appropriate scores by the end of the first semester must withdraw from the program and seek-re-admission after the test criteria are met.

**REQUIREMENTS FOR CONTINUE PROGRAM PARTICIPATION**

* Maintain a 3.0 average on all coursework.
* Submit passing scores on the Praxis II: Special Education: Core Knowledge and Application, test # 5354 with a minimum score of 151 and Pearson: Foundations of Reading, with a minimum score of 229 prior to Internship (ELSE 6196).
* A high-speed internet connection (Ethernet, cable, DSL, public wireless hotspot, satellite,

etc.) will be necessary. Dial-up will not work. Computers must have specific minimum

requirements. For example, they must have a Windows XP or later operating system;

or of 1.2GHZ or faster; minimum RAM of 512MB for XP or 1GB for Vista;

minimum of 20GB available free disk space; minimum display resolution of 1024x768.

* All students must complete a portfolio or program assessment that is a culmination of authentic performance based assessments completed throughout the program. Some examinations will be

taken online while others will require the student to go to a location where the examination

will be proctored through Proctor-U.

**Special Education-Instructional Specialist K-12**

Master of Arts in Special Education

Instructional Specialist K-12

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See Graduate Degree Policies for additional information (p.35) |  |
| **Program Requirements** | **Sem. Hrs.** |
| **ELSE 5003, SPED Academy 101: Foundations of Teaching Students with Exceptional Needs** | **3** |
| ELSE 5043, Educational Diagnosis and Assessment in Special Education | 3 |
| ELSE 5633, Literacy Assessment and Diagnosis of Exceptional Learners | 3 |
| TE 6223, Effective Teaching with Diverse Populations | 3 |
| ELSE 6023, Characteristics of Individuals with Disabilities | 3 |
| RDNG 6513, Emergent Literacy Birth-Primary Grades | 3 |
| ELSE 6053, Educational Procedures for Individuals with Mild Disabilities | 3 |
| ELSE 6073, Educational Procedures for Individuals with Moderate-Profound Disabilities | 3 |
| ELSE, 6163, Positive Behavior Interventions and Supports | 3 |
| ELSE 6183, Teaching Students with Autism Spectrum Disorders | 3 |
| ***ELSE 6196, Special Education MAT Internship*** | 6 |
| **Subtotal** | **36** |
| Total Required Hours: | 36 |

**Program Justification**

1. Justification for the introduction of the new program. Must include:

1. Academic rationale (how will this program fit into the mission established by the department for the curriculum?)  
   The purpose of the MAT in special education is to increase academic achievement for individuals with exceptionalities in the K-12 public school setting. In order to achieve this objective, Arkansas State University’s special education program will focuses on developing effective, highly qualified teachers in the area of special education.
2. List program goals (faculty or curricular goals.)

Graduates of the MAT in special education will: use evidence, instructional data, research, and professional knowledge to inform practice; identify and use evidence-based practices that are effective in addressing the individual needs of individuals with exceptionalities; use assessments to accurately measure the learning progress of individuals with exceptionalities and individualize instruction based on assessment results; use applied behavior analysis practices that are evidence-based and appropriate for individuals with exceptionalities, advocate for and use positive behavior interventions and supports to enhance academic and social outcomes for individuals with exceptionalities; create safe, effective, an culturally responsive learning environments which contribute to learning for all students, especially those with exceptional behavior or social needs.

1. Will this program be accredited or certified? No

If Yes, name the accrediting or certifying agency. NA

Include agency goals:  
 NA

1. Student population served.

Students who currently hold a Bachelor’s degree from an accredited institution who has been admitted into the A-STATE graduate school under regular admissions criteria.

**Program Assessment**

**University Outcomes**

2. Please indicate the university-level student learning outcomes for which this new minor will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. **[ ]** Global Awareness | * 1. **[ X]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Program Learning Outcomes**

3. Provide outcomes that students will accomplish during or at completion of this program. Fill out the following table to develop a continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

***Note: Best practices suggest 4-7 outcomes per program; minors would have 1 to 4 outcomes.***

|  |  |
| --- | --- |
| **Outcome 1** | Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with developmental and learning experiences for individuals with exceptionalities (CEC, 2015). |
| Assessment Measure | Characteristics Research Paper  **Philosophy of Special Education**. Candidates are required to write a statement of educational philosophy of special education. The philosophy will include the roles of teachers and students in the learning, purpose of the IEP, effective teaching methods, content knowledge, and assessment, collaboration with families and school professionals, and professional and ethical standards. |
| Which courses are responsible for this outcome? | ELSE 5003 SPED ACADEMY 101, ELSE 6023 Characteristics |
| Assessment  Timetable | Summer |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

|  |  |
| --- | --- |
| **Outcome 2** | Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination (CEC, 2015). |
| Assessment Measure | PBIS Project (ELSE 6163) and ASD Behavior Lesson Plans (ELSE 6183) |
| Which courses are responsible for this outcome? | ELSE 6163- Positive Behavior Interventions and Supports  ELSE 6183 Teaching Students with Autism Spectrum Disorders |
| Assessment  Timetable | Fall; Summer |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

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| **Outcome 3** | Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities (CEC, 2015). |
| Assessment Measure | Fundamentals Subjects: Content Knowledge Praxis Exam # 5511, Teacher Work Sample |
| Which courses are responsible for this outcome? | ELSE 6196-Special Education MAT Internship |
| Assessment  Timetable | Spring , Fall |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

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| **Outcome 4** | Assessment. Beginning special education professionals use multiple methods of assessment and data sources in making instructional decisions (CEC, 2015) |
| Assessment Measure | Assessment Case Study Project |
| Which courses are responsible for this outcome? | ELSE 5043-Educational Diagnosis and Assessment in Special Education  ELSE 6196 Special Education MAT Internship |
| Assessment  Timetable | Summer, Fall |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

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| **Outcome 5** | Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities (CEC, 2015) |
| Assessment Measure | Instructional Planning Project (ELSE 6053) Transition Planning Project (ELSE 6073) |
| Which courses are responsible for this outcome? | ELSE 6073-Educational Procedures for Individuals with Moderate-Profound Disabilities  ELSE 6053-Educational Procedures for Individuals with Mild Disabilities |
| Assessment  Timetable | Spring, Summer |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

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| **Outcome 6** | Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession (CEC, 2015). |
| Assessment Measure | Teaching Internship Evaluation |
| Which courses are responsible for this outcome? | ELSE 6196 Special Education MAT Internship |
| Assessment  Timetable | Fall |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

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| **Outcome 7** | Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and their personnel from community agencies in cultural responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences (CEC, 2015). |
| Assessment Measure | Collaboration Project |
| Which courses are responsible for this outcome? | ELSE 5003-SPED ACADEMY 101 |
| Assessment  Timetable | Summer |
| Who is responsible for assessing and reporting on the results? | SPED MAT Program Coordinator and Special Education Advisory Council |

*Please repeat as necessary.*

# **LETTER OF INTENT – 1**

**(New Certificate or Degree Program)**

1. Institution submitting request: Arkansas State University
2. Education Program Contact person/title: Dr. Kimberley Davis
3. Telephone number/e-mail address: (870) 972-3607/kimberleydavis@astate.edu
4. Proposed Name of Certificate or Degree Program: Master of Arts in Teaching in Special Education K-12
5. Proposed Effective Date: January, 2018
6. Requested CIP Code: Enter text...
7. Program Description:

The Master of Arts in Teaching (MAT) degree in Special Education (K-12) offers an alternative route to teaching for individuals who hold an undergraduate or a graduate degree in non-education programs who have an interest in teaching. The program prepares teachers to provide diverse student populations with the knowledge, skills, and values considered essential for effective participation in society. It also provides relevant and comprehensive education for those who desire to support the educational, emotional, and physical needs of students with disabilities, from grades K-12, in the public schools. The MAT in special education is guided by program development addresses the Council for Exceptional Children (CEC) Initial Preparation Standards, Arkansas Teaching Standards, and the Teacher Excellence Support System (TESS). Field experiences incorporated throughout the program connect content, pedagogy, performance-based activities, and differentiation of instruction for individuals with exceptionalities from diverse backgrounds. The primary goals of the program is to increase academic achievement for individuals with exceptionalities in the K-12 school setting. Graduates of the program will be prepared to organize classrooms and manage group and individual behaviors, assess individuals using a variety of formal and informal testing strategies, provide instruction to large and small groups as well as individuals using a variety of strategies to meet their diverse needs, collaborate with stakeholders in order to provide the best services that will met individual needs of students, and continue to develop professional knowledge and skills so that graduate candidates may provide evidenced-based practices to students in the K-12 classroom.

1. Mode of Delivery (mark all that apply):

**[ ]** **On-Campus –**

**[ ] Off-Campus Location** –

Submit copy of e-mail notification to other Arkansas institutions of the proposed programs and their responses; include your reply to the institutional comments.

Submit copy of written notification to Higher Learning Commission (HLC) if notification required by HLC for a program offered at an off-campus location.

Indicate distance of proposed site from main campus.

**[X] Distance Technology** (50% of program offered by distance technology)

Submit copy of written notification to Higher Learning Commission if notification required by HLC for a program offered by distance technology. **Note: A-State’s status with the HLC for distance learning is “Approved for distance education courses and programs.”**

1. List existing certificate or degree programs that support the proposed program:

MSE Special Education K-12

1. President/Chancellor Approval Date: Enter text...

Chief Academic officer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: Enter date.

Name (printed): Click here to enter text.

**Proposal - 1  
NEW CERTIFICATE OR DEGREE PROGRAM**

\*Please include the *documents to be submitted* portions found throughout this proposal at the end of the form.

**1. Proposed Program Title**

Master of Arts in Teaching in Special Education (K-12)

**2. CIP Code Requested**

Enter text...

**3. Contact Person** (Name, Name of Institution, Address, Email Address, Phone Number)

Dr. Kimberley Davis, Arkansas State University, PO Box 1450 State University, AR 72467, [kimberleydavis@astate.edu](mailto:kimberleydavis@astate.edu), (870) 972-3607

**4. Proposed Starting Date**

5/25/2018

**5. Program Summary**

a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

The MAT in Special Education program at A-State (Jonesboro) will address the Council for Exceptional Children (CEC) performance-based professional standards, Arkansas Teaching Standards, and TESS standards. The School of Teacher Education and Leadership at Arkansas State University offers a wide array of undergraduate and graduate degrees and programs to serve today’s aspiring educators and educator-leaders. All programs are accredited by the Council for Accreditation of Educator preparation. All programs that lead to earning a certificate by Arkansas Department of Education (ADE) are fully approved by the State Board of Education. ADE accredits all teacher certification programs at A-State. Recognizing the need for flexibility combined with quality, many of these programs are hybrid or completely online.

Our solid academic programs are taught by prominent faculty who prepare students for a wide variety of careers in teaching, leadership and other education opportunities. Our faculty is comprised of a community of practitioners and scholars who are committed to participating in research that shapes educational best practices, outstanding performances, policies and integrating technologies.

We have numerous school, community and international partnerships that allow our students hands-on opportunities to develop the necessary professional knowledge, skills, dispositions, content, communication, management, leadership, assessment and pedagogy that embrace student diversity. The emphasis throughout the Special Education program is upon a broad clinical teaching model. Course work and practicum experiences focus upon the diagnosis and management of a wide range and degree of educational and behavioral problems of individuals with exceptionalities in grades K-12.

This major focuses on teaching principles and methodologies, classroom and behavioral management, and the development of teaching materials for children and with mild, moderate, and significant disabilities. This program helps prepare special education teachers to meet the needs of students enrolled in elementary and secondary public school special education programs.

The support services provided will be used to address the pedagogical and personal needs of students include, but are not limited to, the following activities:

1. Personal meetings will provide the teacher candidate the opportunity to discuss performance evaluations and remediation strategies as well as review placement difficulties and/or personality conflicts. In some instances, the Coordinator might refer the student to the University Counseling Center for professional counseling activities.

2. Directive field observations of a master teacher in a local public school district will serve as models to refine the teaching skills of the teacher candidate.

3. A resource library will afford the referred student self-help opportunities by providing videos of teaching models and teaching strategies. Printed materials, audio tapes and video tapes specializing in self-improvement, educational practices, and teaching strategies will be available to the student.

4. Intensive supervision will allow the advisor and other program faculty to observe the student. This often reveals a continued problem with time management, incomplete work, inattention to deadlines, etc. Often, students will be required to teach a unit in another school to provide additional immediate feedback.

5. Whenever possible, the teacher candidate will be required to video a lesson to encourage self-reflection and self-evaluation and to assist the Coordinator with conferencing.

**Personal Support Services**

1. Personal guidance will be offered by the teacher development program to students who need to make program adjustments because of temporary problems involving medical, physical, financial, family, legal and/or other hardships. Referrals are made to appropriate auxiliary service when necessary.

2. Student teaching support groups will be developed to assist participants during a stressful student teaching experience.

3. Specialized testing will be offered as a service of the Teacher Development program. Examples include pre-post grammar, Myers-Briggs Type Indicator, Multiple Intelligences.

4. Computer software and study tutorials will be available to all students for such activities as preparation for the Praxis.

b. List existing degree programs or emphasis areas offered at the institution that support the proposed program.

MSE Special Education Instructional Specialist K-12, MSE Reading,

**6. Need for the program**

**Documents to be submitted in Appendix:**

* **Employer Needs Survey Form**
* **Letters of Support N/A**

a. Survey Data

* Instructions: Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program. Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

The Teacher Recruitment and Retention Research Report prepared by the House Interim Committee on Education and the Senate Interim Committee on Education was used to identify the needs of the state of Arkansas. The results of the survey indicate that special education has continued to be a critical teacher shortage area from the 2015-2016 and 2016-2017 academic year. The Arkansas Department of Education indicated that there are 57,940 people in Arkansas with a current license of any type during the 2015-2016 year. During the 2014-2015 year a total of 1, 613 licensure waivers were requested in the state of Arkansas. Among those requested, 440 were requested for the Special Education Instructional Specialist for out of area licenses. Based on the Bureau of Legislative Research (BLR) survey of superintendent, principal, and teacher perceptions issues in terms of recruitment were identified in difficulty in offering competitive salaries, scarcity of appropriately licensed teachers, and cost of health insurance. The BLR indicated that issues in terms of retention were difficulty in offering competitive salaries, teachers leaving for bigger districts, and the high demand for teachers with certain credentials.

1. Provide names/types of organizations/businesses surveyed.

Arkansas Department of Education provides an analysis of teacher recruitment and retention during the 2014-2015, 2015, and 2016 school year.

b. Is employer tuition assistance or other enrollment incentives provided? No

If yes, please elaborate.

The state of Arkansas currently provides several incentives for special education teachers. Some of the incentives includes the High-Priority District Teacher Recruitment and Retention, AR Geographical Critical Needs Minority Teacher Scholarship Program, and the Improving Teacher Quality State Grants. All programs support teachers in the field of special education in the state of Arkansas.

c. Needs

i. What need will the proposed program address?

The proposed MAT in Special Education K-12 will address the critical shortage of special education teachers in the state of Arkansas. The proposed program is designed to address state- identified needs for personnel preparation in to improve services and results for children with disabilities through interdisciplinary preparation in special education, early intervention and related services for personnel serving children with disabilities with have high-intensity needs. Another goal is to ensure that those personnel have necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children. The major goals of the program is to increase the number and improve the quality of personnel who are fully credentialed to serve children with high-intensity needs. The MAT degree is most often pursued by individuals who want hands-on teaching experience and are seeking to work directly with students. The MAT in in special education at Arkansas State University will focus heavily on pedagogical theory and implementation. Essentially, the MAT will focus on teaching a scholar how to become a teacher: methodology, stylistic approach, etc. The MAT in special education consists of hands-on experience in the classroom as a student teacher. A-State’s MAT program will two years to complete and will position students to earn initial state teaching certification. The MAT program will be specially designed to enroll working teachers looking to improve their pedagogy. The program will focus on individuals with bachelor’s degrees in another field looking to switch fields to start adequately preparing scholars to fill vacant special education positions in the state of Arkansas.

ii. How did the institution become aware of this need?

The Education Renewal Zone provides a “crosswalk between Elementary, Secondary, and Higher Education. The mission of the ERZ is to collaborate with P-16 educators, students, families, and the community in an effort to improve overall student achievement. ” During the ERZ Advisory Council, which consists of the dean of the COEBS, PEP director, faculty members from the COEBS, and district superintendents and school leaders in the region (Jonesboro and surrounding districts in the region including the Delta). Several districts initiated dialogue regarding a need to recruit and retain highly effective, diverse special educators in the area.

d. Which employers contacted the institution about offering the proposed program? Jonesboro Public School, West Memphis School District, Blytheville School District, Paragould School District, Westside Consolidated Schools, Brookland School District, Wynne School District, Helena-West Helena School District, Forrest City School District, Hughes School District, Lee County School District, Marvell-Elaine School District, and Mark Tree School District.

e. Will the proposed program be offered primarily due to faculty interest? No

If yes, please elaborate.

N?A

f. Composition of the program advisory committee.

* Instructions: Please include number of members, professional background, topics to be considered, meeting schedule, institutional representation, etc.

To develop the Master of Arts in Teaching in Special Education K-12 program, the special education

g. Projections

1. Projected number of program enrollments: Year 1 through Year 3:

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | Year 3 |
| 25-30 | 30-35 | 35-40 |

The program estimates that the enrollment will start modest with about 25-30 student enrolling the first semester and we will continue to gain approximately 30-40 students per year and by the end of five years we should have a consistent enrollment of approximately 40-50 students per year

1. Projected number of program graduates in 3-5 years:

The program anticipates that the enrollment will continue to increase after the initial five year period due to the need of special education teachers in the state of Arkansas, in particular in the Delta region. Based on the projections, the program will graduate between 50-65 teachers in 5 years.

**7. Curriculum outline**

**Documents to be submitted in Appendix:**

* **8-semester degree plan (Undergraduate degrees)**
* **Course content suggestions from potential employers**
* **Copy of course evaluation to be completed by students**

a. Provide curriculum outline by semester, including course number and title. Identify new courses in italics.

|  |  |
| --- | --- |
| **Course Number** | **Course Title** |
| *ELSE 5003* | *SPED Academy101: Foundations of Teaching Students with Exceptional Needs* |
| ELSE 5043 | Educational Diagnosis and Assessment in Special Education |
| TE 6223 | Effective Teaching with Diverse Populations |
| ELSE 6023 | Characteristics of Individuals with Disabilities |
| RDNG 6513 | Emergent Literacy: Birth-Primary Grades |
| ELSE 6163 | Positive Behavior Interventions and Supports |
| ELSE 6073 | Educational Procedures for Individuals with Moderate-Profound Disabilities |
| ELSE 5633 | Literacy Assessment and Diagnosis of Exceptional Learners |
| ELSE 6053 | Educational Procedures for Individuals with Mild Disabilities |
| ELSE 6183 | Teaching Students with Autism Spectrum Disorders |
| *ELSE 6196* | *Special Education MAT Internship* |

b. Total number of semester credit hours required for the program, including prerequisite courses.

36 hours

Please list:

c. New courses. Please provide course descriptions.

ELSE 5003. SPED Academy 101: Foundations of Teaching Students with Exceptional Needs. An overview of special education that includes the historical foundation of special education, litigation and legislation, characteristics of students with exceptionalities, assessment, the IEP process, and collaboration with families and professionals in the field of education.

ELSE 6196. Special Education MAT Internship. Supervised and directed experience in teaching for students with disabilities in grades K-12. Prerequisites, Completion of required courses in the program prior to internship and passage of Special Education Praxis II must be completed.

d. Required general education courses, core courses and major courses.

N/A

e. Courses currently offered via distance technology.

All courses will be web-assisted through the Blackboard Learn format

f. State program admission requirements

**Admission Requirements**

In relation to admission, candidates interested in pursuing a MAT in Special Education should contact the graduate office, fill out an application for graduate school with a declared major in Special Education (MAT), and process the following items with the A-State Graduate School office.

**Graduate School Criteria:**

Hold a bachelor’s degree from a regionally accredited college or university (transcripts for undergraduate and graduate coursework must be submitted from all institutions attended.) Complete the A-State graduate school application and qualify for graduate admission. The acceptance of previous graduate work including transfer work is at the discretion of the Special Education MAT Program Director.

*Unconditional Admission*

In addition to Graduate School criteria, academic proficiency must be established through satisfaction of either of the following admissions selection criteria:

A minimum cumulative undergraduate grade point average of 2.70 on any specialty area content work applied to the MAT Program and a minimum of the following scores on the GRE: Verbal Reasoning – 142; Quantitative Reasoning – 142; Analytical Writing – 3.5. Attain a minimum passing score on the Praxis Fundamental Subjects: Content Knowledge of 148 (test code 5511)) prior to final program admission in the MAT Program and Teacher Education or meet any additional criteria as may be allowed by the Arkansas Department of Education.

*Conditional Admission*

Conditional admission may be granted to candidates with the appropriate GPA for one semester to complete the GRE or Praxis Core admission testing. Students may make no grade in a graduate class below a B while in conditional status. Students failing to meet the appropriate scores by the end of the first semester must withdraw from the program and seek re-admission after the test criteria are met.

**Candidate Follow-up Procedures**

Program completers will be surveyed annually by the special education faculty to determine how well the A-STATE faculty is supporting program completers. The survey will be administered annually and the results will be reported to the College of Education and Behavioral Science dean, the department chair, and the special education faculty. The results will be used to make recommendations about how program faculty may provide the needed support to program completers teaching in school districts.

Several strategies will be employed to support graduates from the MAT in Special Education at Arkansas State University. The internet and social media will be used as a primary tool. Professional development modules will be provided online to support all first year program graduates. If program completers have difficulty accessing the modules online, DVDs of the modules will be distributed to the schools for their use. Another strategy that the special education program will use involves faculty members serving as mentors for graduate program completers. A list of faculty members with their areas of expertise will be provided to graduates, school districts, and local schools in the Northeast region of Arkansas. The list will contain names of faculty members, areas of expertise, contact telephone numbers, and email addresses. Program completers will have a source of professional advice to further their knowledge about problems that they may experience during the first few years of teaching individuals with exceptional learning needs. Further, these lists will be provided to school administrators at their district and statewide meetings. Special education faculty will participate in these meetings as needed to provide professional development about special education issues, continue collaborative partnerships with the school districts and local schools, offer information about current and future events occurring in the special education program, and if needed, assist in providing further training for new special education program graduates.

g. Faculty member assigned to program major/specialty area courses

|  |  |  |
| --- | --- | --- |
| Course Number | Course Title | Faculty Member Assigned |
| ELSE 5003 | SPED Academy 101: Foundations of Teaching Students with Exceptional Needs | Dr. Kimberley Davis |
| ELSE 5043 | Educational Diagnosis and Assessment in Special Education | Dr. Kimberley Davis |
| ELSE 6163 | Positive Behavior Interventions and Supports | Dr. Kimberley Davis |
| ELSE 6073 | Educational Procedures for Individuals with Moderate-Profound Disabilities | Dr. Jacques Singleton |
| ELSE 5663 | Literacy, Assessment, and Diagnosis of Exceptional Learners | Dr. Joan Henley |
| ELSE 6053 | Educational Procedures for Individuals with Mild Disabilities | Dr. Jacques Singleton |
| ELSE 6183 | Teaching Students with Autism Spectrum Disorders | Dr. Gwendolyn Neal |
| TE 6223 | Effective Teaching with Diverse Populations | Dr. Audrey Bowser |
| RDNG 6513 | Emergent Literacy | Dr. LaToshia Woods |
| ELSE 6196 | Special Education MAT Internship | Mrs. Cindy Nichols |

h. List course-level learning outcomes and course examination procedures.

See Appendices

i. Please provide curriculum committee review/approval date for proposed program.

Committee: Click here to enter text.

Approval Date: Click here to enter a date.

**8. Faculty**

*The HLC Guidelines for determining qualified faculty can be found at the following link:*

<https://www.hlcommission.org/Document-Library/determining-qualified-faculty.html>

**Documents to be submitted in Appendix:**

* **Graduate Programs Only: provide the curriculum vita for faculty teaching in the program**

a. List the names and credentials of all faculty teaching courses in the proposed program*.*

* Instructions: Include college/university awarding degree; degree level; degree field; and subject area courses faculty is currently teaching or will teach.
  + *For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Faculty Member | College/University Awarding Degree | Degree Level | Degree Field | Subject Area(s) |
| Dr. Audrey Bowser | Iowa State University | Ph.D. | Curriculum and Instruction-Multicultural Education and Technology | Diversity |
| Dr. Kimberley Davis | Southern University and A&M College | Ph.D. | Special Education | Special Education, Behavior, Assessment |
| Dr. Joan Henley | University of Missouri | Ph.D. | Curriculum and Instruction | Special Education and Reading |
| Dr. Gwendolyn Neal | Union University | Ed.D | Educational Leadership | Special Education |
| Mrs. Cindy Nichols | Southeast Missouri State University | Ed.S. | Educational Administration | Special Education |
| Dr. Jacques Singleton | University of Memphis | Ed.D. | Curriculum and Instruction-Special Education | Special Education |
| Dr. LaToshia Woods | University of Arkansas Little Rock (UALR) | Ed.D. | Reading | Reading |

**Note:** All faculty that will be teaching in the SPED MAT program has been TESS trained.

b. Total number of faculty required (including the number of existing faculty, number of new faculty).

* Instructions: For new faculty provide the expected credentials/experience and expected hire date.

7-8

**9. Description of resources**

**Documents to be submitted in Appendix:**

* **Cost and acquisition plan for new instructional resources required.**

a. Current library resources in the field. NA

b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

NA

c. New instructional resources required, including costs and acquisition plan (include at end)

There is not a request for new instructional resources required for the proposed program.

**10. New program costs** – Expenditures for the first 3 years of program operation

Instructions: In this section, please include:

* New administrative costs
* Number of new faculty (full-time and part-time) and associated costs
* New library resources and associated costs
* New/renovated facilities and associated costs
* New instructional equipment and associated costs
* Distance delivery costs (if applicable)
* Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, etc.)

Click here to enter text.

**[X]** There are no new costs

\*Required: Please explain

Click here to enter text.

**11. Sources of funding – Income for the first 3 years of program operation**

Instructions: In this section, please include:

* Reallocation from which department, program, etc.
* Tuition and fees (projected number of students multiplied by tuition/fees)
* State revenues (projected number of students multiplied by state general revenues)
* Other (grants, employers, special tuition rates, mandatory technology fees, program specific fees, etc.)

Click here to enter text.

**12. Organizational chart reflecting new program**

**Documents to be submitted in Appendix:**

* **Organizational Chart reflecting new program.**

a. The proposed program will be housed in (department/college)

College of Education and Behavioral Science

**13. Specialized requirements**

**Documents to be submitted in Appendix:**

* **If required, provide documentation of Agency/Board approvals**

a. Specialized accreditation requirements for program (name of accrediting agency)

N/A

b. Licensure/certification requirements for student entry into the field

Special Education Instructional Specialist K-12

**14. Board of Trustees approval**

**Documents to be submitted in Appendix:**

* **Copy of Board Meeting Agenda listing proposed program**
* **Written documentation of program/unit approval**

Board of Trustees Approval Date: Click here to enter a date.

**15. Similar Programs**

**Documents to be submitted in Appendix:**

* **Copy of written notification to other institutions in area of proposed program and responses**

**a. List institutions offering program**

Instructions: The following should be included in list:

* Proposed undergraduate program –institutions in Arkansas
* master’s program – institutions in Arkansas and region
* Doctoral program – institutions in Arkansas, region, and nation

Enter text...

b. Why is proposed program needed if offered at other institutions in Arkansas or region?

Enter text...

**16. Desegregation**  
State the total number of students, number of black students, and number of other minority students enrolled in related degree programs (if applicable)

NA

**17. Institutional agreements/memorandum of understanding (MOU)**

**Documents to be submitted in Appendix:**

* **MOU (if required)**

Does this program require an MOU? Choose an item.

MOU’s might be required if the courses or academic support services will be provided by other institutions or organizations.

**18. Additional information requested by ADHE staff**

NA

**The subsequent pages are reserved for the Appendix. Please include supporting information as indicated.**

**Appendix**

**Budget Form**

**Resource Requirements:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1st Year (in dollars) | 2nd Year (in dollars) | 3rd year (in dollars) |
| Staffing(Number) |  |  |  |
| Administrative/Professional | $0.00 | $ 0.00 | $ 0.00 |
| Full-time Faculty | $ 0.00 | $ 0.00 | $ 0.00 |
| Part-time Faculty | $ 0.000 | $ 0.00 | $ 0.00 |
| Graduate Assistants | $ 0.00 | $ 0.00 | $ 0.00 |
| Clerical | $ 0.00 | $ 0.00 | $ 0.00 |
|  |  |  |  |
| Equipment & Instructional Materials | $ 0.00 | $ 0.00 | $ 0.00 |
| Library | $ 0.00 | $ 0.00 | $ 0.00 |
|  |  |  |  |
| Other Support Services |  |  |  |
| Supplies/Printing | $ 0.00 | $ 0.00 | $ 0.00 |
| Travel | $ 0.00 | $ 0.00 | $ 0.00 |
| Distance Technology | $ 0.00 | $ 0.00 | $ 0.00 |
| Other Services (specify): Enter text… | $ 0.00 | $ 0.00 | $ 0.00 |
|  |  |  |  |
| **Total** | **$ 0.00** | **$ 0.00** | **$ 0.00** |

**Planned Funding Sources:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1st Year (in dollars) | 2nd Year (in dollars) | 3rd year (in dollars) |
| New Student Tuition and Fees | $ Enter amount… | $ Enter amount… | $ Enter amount… |
| New State General Revenue | $ Enter amount… | $ Enter amount… | $ Enter amount… |
| Redistribution of State General Revenue | $ Enter amount… | $ Enter amount… | $ Enter amount… |
| External Grants/Contracts | $ Enter amount… | $ Enter amount… | $ Enter amount… |
| Other Funding Sources (specify): Enter text… | $ Enter amount… | $ Enter amount… | $ Enter amount… |
|  |  |  |  |
| **Total** | **$ Enter amount…** | **$ Enter amount…** | **$ Enter amount…** |

**Employer Needs Survey Form**

(Referenced in #6)

Appendix 6 in Appendices Folder

**Letters of Support**

**(Referenced in # 6)**

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Enter text...

**Semester Plan**

(**Referenced in #8 – Undergraduate Proposals Only)**

*Instructions: Please identify new courses in italics*.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Arkansas State University-Jonesboro Degree:**  **Major:**  **Year:** | | | | | | | | |
| Students requiring developmental course work based on low entrance exam scores (ACT, SAT, ASSET, COMPASS) may not be able to complete this program of study in eight (8) semesters. Developmental courses do not count toward total degree hours. **Students having completed college level courses prior to enrollment will be assisted by their advisor in making appropriate substitutions. In most cases, general education courses may be interchanged between semesters.** A minimum of 45 hours of upper division credit (3000-4000 level) is required for this degree. | | | | | | | | |
| **Year 1** | | | |  | **Year 1** | | | |
| **Fall Semester** | | | |  | **Spring Semester** | | | |
| **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |  | **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |
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| **Total Hours** |  |  |  |  | **Total Hours** |  |  |  |
| **Year 2** | | | |  | **Year 2** | | | |
| **Fall Semester** | | | |  | **Spring Semester** | | | |
| **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |  | **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |
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|  |  |  |  |  |  |  |  |  |
| **Total Hours** |  |  |  |  | **Total Hours** |  |  |  |
| **Year 3** | | | |  | **Year 3** | | | |
| **Fall Semester** | | | |  | **Spring Semester** | | | |
| **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |  | **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |
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| **Total Hours** |  |  |  |  | **Total Hours** |  |  |  |
| **Year 4** | | | |  | **Year 4** | | | |
| **Fall Semester** | | | |  | **Spring Semester** | | | |
| **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |  | **Course No.** | **Course Name** | **Hrs** | **Gen Ed** |
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| **Total Hours** |  |  |  |  | **Total Hours** |  |  |  |
| **Total Jr/Sr Hours \_\_\_ Total Degree Hours \_\_\_** | | | | | | | | |
| **Graduation Requirements:** | | | | | | | | |

**Course Content Suggestions from Potential Employers**

**(Referenced in # 7)**

Enter text...

**Course Evaluation Copy**

**(Referenced in # 7)**

See Appendices

**Curriculum Vita for Faculty Teaching in Program**

**(Referenced in # 8)**

\*\* This section applies only to Graduate Programs

**See Appendices**

**Cost and Acquisition Program**

**(Referenced in # 9)**

\*\* If new instructional resources required, please list these and their associated cost and acquisition program.

N/A

**Organizational Chart**

**(Referenced in # 12)**

Include new program and where the proposed program will be housed (department/college).

The Master of Arts in Teaching in Special Education will be housed in the department of Educational Leadership, Curriculum, and Special Education in the College of Education and Behavioral Science. See Appendix C. COEBS Organization Chart.

**Agency / Board Approval Documentation**

**(Referenced in # 13)**

*(education, nursing--initial approval required, health-professions, counseling, etc.)*

Enter text...

**Board of Trustees**

**Copy of Board of Trustees Meeting Agenda**

**(Referenced in # 14)**

Must list proposed program

Enter text...

**Documentation of Board of Trustees Approval**

**(Referenced in # 14)**

Written documentation of program/unit approval

Enter text...

**Written Notification to Other Institutions**

**(Referenced in # 15)**

This should include a copy of written notification to other institutions in area of proposed program and responses

Enter text...

**Institutional Agreements/Memorandum of Understanding (MOU)**

**(Referenced in # 17)**

If courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A